

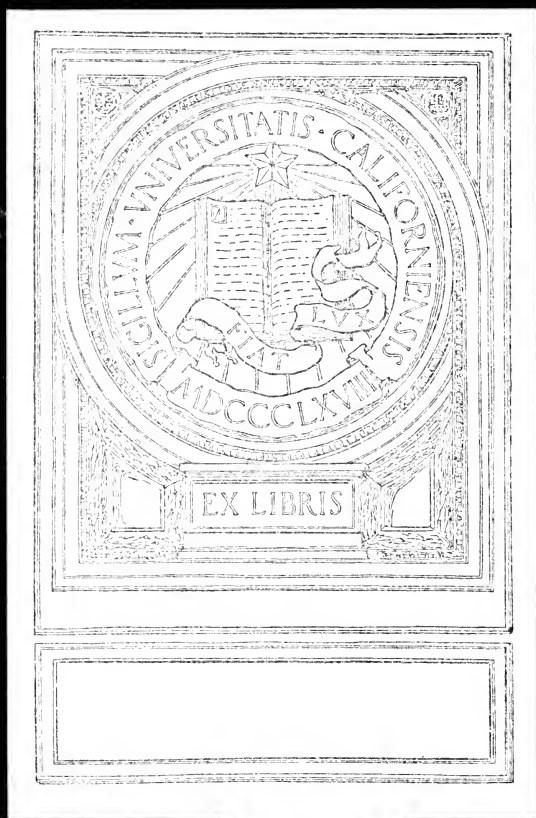
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WILLIAM HARVEY WELLS.

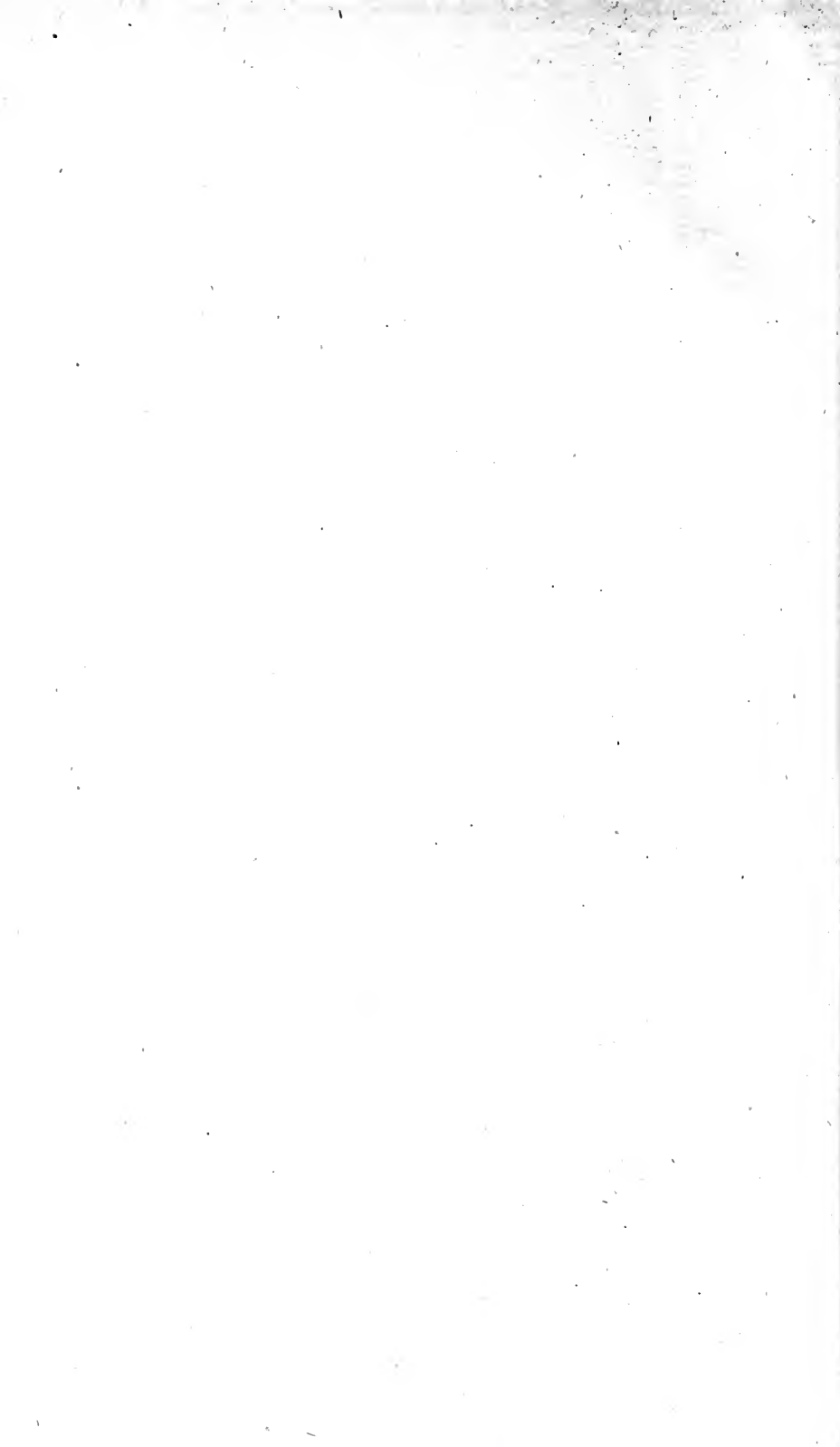
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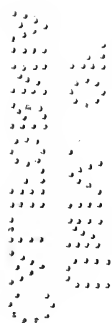
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**William Harvey Wells.**









W. H. Mills.

# In Memoriam.

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WILLIAM HARVEY WELLS,

SKETCHES OF HIS LIFE AND CHARACTER,

MEMORIAL ADDRESSES

AND

PROCEEDINGS AND RESOLUTIONS OF PUBLIC BODIES

ON THE OCCASION OF HIS DEATH.

"Doing Good."



CHICAGO:

FERGUS PRINTING COMPANY.

1887.

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TO THE  
ATTORNEY GENERAL

STILL "doing good" through lengthening years  
Till comes the Master's call;  
"An honored life, a peaceful death,  
And heaven to crown it all."

From a poem by Miss PHEBE A. HOLDER, suggested by the life-motto—  
"Doing Good"—of W. H. WELLS.



# Memorial Record.

## WILLIAM HARVEY WELLS,

OLDEST SON OF HARVEY AND RHODA (CHAPMAN) WELLS,  
BORN, TOLLAND, CT., FEB. 27, 1812,  
LIVED ON THE HOME-FARM UNTIL 17; IN 1829-30, ATTENDED  
AN ACADEMY, AND IN 1831-2, TAUGHT A DISTRICT-SCHOOL.  
AT VERNON, CONN.; AT ANDOVER, MASS., ATTENDED  
FOR EIGHT MONTHS THE TEACHERS' SEMINARY,  
WHERE HE TAUGHT FROM 1836-47; IN 1845,  
RECEIVED HONORARY DEGREE OF M.A.  
FROM DARTMOUTH COLLEGE;  
IN 1846, ISSUED HIS "SCHOOL GRAMMAR"; PRINCIPAL OF THE  
PUTNAM FREE-SCHOOL, AT NEWBURYPORT, MASS., FROM  
APRIL, 1848-54; PRINCIPAL OF THE STATE NORMAL  
SCHOOL, AT WESTFIELD, MASS., FROM 1854-6;  
SUPERINTENDENT OF PUBLIC SCHOOLS AT  
CHICAGO, FROM JUNE 1, 1856-64;  
ONE OF THE ORGANIZERS OF THE MASSACHUSETTS STATE  
TEACHERS' ASSOCIATION; ONE OF THE FIRST EDITORS OF  
THE "MASSACHUSETTS TEACHER"; AT DIFFERENT  
TIMES WAS PRESIDENT OF THE ESSEX-COUNTY  
(MASS.) TEACHERS' ASSOCIATION, THE MAS-  
SACHUSETTS STATE TEACHERS' ASSOCIA-  
TION, THE NATIONAL TEACHERS'  
ASSOCIATION, CHICAGO BOARD OF EDUCATION, AND BOARD OF  
LIFE-UNDERWRITERS; ONE OF THE ORGANIZERS AND VICE-  
PRESIDENT OF THE CHICAGO ASTRONOMICAL SOCIETY;  
MEMBER OF BOARD OF DIRECTORS OF CHICAGO  
PUBLIC LIBRARY; TRUSTEE OF THE CHICAGO  
HOSPITAL FOR WOMEN AND CHILDREN;  
MEMBER CHICAGO HISTORICAL SOCIETY, CHICAGO ACADEMY OF  
SCIENCES, ILLINOIS STATE BOARD OF EDUCATION, YOUNG  
MEN'S CHRISTIAN ASSOCIATION, ENGLISH PHILOLOGI-  
CAL SOCIETY; AUTHOR OF THE GRADED COURSE  
OF INSTRUCTION; ASSISTED IN THE REVISION  
OF WEBSTER'S UNABRIDGED DICTIONARY;  
ETC., ETC.;  
DIED, CHICAGO, ILL., JANUARY 21, 1885,  
INTERRED AT ROSEHILL CEMETERY.





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THIS memorial volume will form a welcome and permanent addition to the libraries of the many who loved and revered the late WILLIAM HARVEY WELLS, and still cherish his memory as one which the Scriptures assures us shall be "blessed." It is thought best to present, with very little preliminary, the material prepared during his long and honored lifetime by those who were most competent to judge him, and bore unsolicited testimony to their high appreciation of his worth. Hence, no separate biographical sketch has been attempted by the compiler. It is enough that in the following pages the friends of the departed should speak for him, and that some of his own most valued utterances of tongue and pen should be preserved in association with their thoughts, as a jewel with its setting.

The first article was written by Charles Northend, editor of the "Connecticut Common-School Journal," and published in 1860, in the eighth volume of the "American Journal of Education."



## Biographical Sketch.

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**W**ILLIAM HARVEY WELLS was born in Tolland, Conn., Feb. 27th, 1812. His father was a farmer in moderate circumstances, and the son lived at home, working most of the time on the farm and attending a small district-school, for a few weeks each winter, till the age of seventeen years. An incident that occurred during this period is deserving of notice, as having had an important influence in forming his character. He had undertaken to master the last half of Daboll's "Arithmetic," and advanced as far as cube root, without assistance from his instructor. But here he met with obstacles which seemed to him insurmountable, and after a day's trial he told his father he should be obliged to call on his teacher for help. The father had watched with interest the successive steps of his progress, and now advised him to remain at home a day, and see if he could not overcome the difficulty. The day passed, but no light dawned upon the mysteries of this cabalistic rule, and he gave it up in despair. Again his father encouraged him to persevere, and recommended that he should remain at home another day. The second day passed with no better success than the first; but his father still urged him to rely upon his own resources, and assured him that he had strength enough to master the rule alone, if he would only call it into exercise. The labors of the third day were crowned with success; but the triumph he had gained over the unexplained difficulties of a formal rule in arithmetic was of little moment compared with the

new views he had acquired of the power of determined and persevering effort.

He now manifested an irrepressible desire for improvement, and often entreated his father to allow him the privilege of attending an academy. He had already commenced the practice of keeping a diary, and for a period of nearly twelve years he did not omit, for a single day, to make entries.

His ardent desire to enjoy higher and better advantages was at length gratified; and though he was obliged to labor daily with his hands to meet the expense of his board, his tasks, both in school and out of it, were performed with a light heart, and life opened bright before him.

The fall and winter of 1829-30, were spent at an academy in Vernon, Conn., under the charge of Theodore L. Wright, A.M., afterward the distinguished principal of the Hartford Grammar-School. It was here, at the age of seventeen, that he was introduced for the first time to the study of English grammar. But here we prefer to let his teacher speak for him: "Early in the term," says Mr. Wright, "I noticed, with daily increasing interest, peculiar characteristics and developments in young Wells. It was soon manifest that he had entered the school with a determined purpose of making the most of his time and opportunities. His ear was ever open to the requirements of his teacher, to which he made it a point of honor and conscience strictly to conform, and that, too, irrespective of the sentiments or practices of his fellow-pupils. His lessons were studied in the most careful and thorough manner, and no subject or recitation satisfied him over which there rested a shadow of obscurity. Fresh in my recollection as if it were but yesterday, is that *earnest*, honest, persevering expression of countenance, habitual from day to day, and kindled with a glow of enthusiastic delight, as often as a new truth in literature or science was brought to his clear comprehension.

"After two terms at the academy, he left, and, for a short time, engaged in teaching a district school.\* I was soon called to a new position at East Hartford, in an English and classical school, and, such were the favorable impressions made on my mind by young Wells, that I broached to him the suggestion that he should commence a course of study preparatory for college."

Mr. Wells, in accordance with the suggestion of Mr. Wright, commenced a course of study with the design of entering college. By his own efforts he defrayed the expenses of board and tuition, and with all the ardor of his nervous temperament applied himself to study. But the undertaking was too severe for him, and at length his eyes became so seriously affected that he was obliged to abandon his favorite project just as his preparatory course was nearly completed.† He was afterward employed a part of the time in assisting Mr. Wright. "In this situation," says Mr. W., "he early exhibited that peculiar tact for teaching which has since more manifestly proved that his profession for life was wisely chosen. He continued his efforts as assistant for two years, and during this time he inspired in my mind a confident anticipation of his eminent success as an educator of youth. He at this time determined to make teaching his profession, and, at my suggestion, went to the Teachers' Seminary at Andover, Mass., in order better to qualify himself for his chosen vocation. The advantages of this school proved highly serviceable to him, and after remaining at Andover a few months he returned to assist me.‡ During the last year

\* The following winter was spent at an academy in his native town; and during the winter of 1831-2, he taught a district school in Vernon, at ten dollars a month, and "boarded around."

† Being for a time unable to make any use of books, and undecided as to his future course, he devoted a few weeks to the construction of an electrical machine of considerable power, with which he amused himself and his friends, and somewhat astonished not only the children of the neighborhood, but many of the lower order of animals.

‡ During his connection with the Teachers' Seminary at Andover, he be-

of my teaching in East Hartford, the English department of the school was mainly under the instruction of Mr. Wells, and was remarkably prosperous. As an evidence of his success and popularity at this time, it may be stated that forty pupils attended the school from the city of Hartford, nearly all of whom walked from the city, daily, a distance of two miles or more. When I left, for a voyage to Europe, I recommended Mr. Wells as my successor. He was retained on terms very advantageous to himself, and his services were held in the highest esteem by the patrons of the school.

"From my earliest acquaintance with the subject of this sketch, his indefatigable industry has ever been a marked feature in his character. *Work* of some kind has seemed to be his natural element. Out of this, he was unsatisfied and restless. When his eyes would not endure reading and study, he was even the more earnest in acquiring knowledge from books through the eyes of others, employed to read for him. In this way, for several years, he made most of those acquisitions which he afterward reduced to practical use, both in teaching and in preparing his publications. Though compelled to dependence in this respect, he was remarkably independent and self-reliant in his processes of thought and solution of difficult questions and problems.

"In his pocket-memorandum new and striking facts, as they were presented, were carefully noted: also all words of doubtful import or uncertain pronunciation, as he heard them, were recorded for future examination, provided a dictionary was not at hand. His diary was his *vade mecum* wherever he went, whether to hear a lecture or a sermon, to visit a friend, or to take one of his driving-

came much interested in the study of geology and mineralogy. In company with the teachers and other members of the school, he made frequent geological excursions, and collected a cabinet of several hundred specimens. But the subject which chiefly engrossed his attention was that to which his life has since been devoted—the theory and practice of teaching.



walks for exercise, thus garnering treasures from every source. The storehouse of his mind thus replenished, furnished delightful entertainment to his pupils at recitation.

"I have always regarded the eminent success of Mr. Wells as a teacher, as mainly owing to his enthusiastic interest in the subject taught, and also in the pupils whom he taught; his zeal and energy, the meantime, all under the guidance of good sense and discretion, while deeply penetrated himself by a consciousness of his own personal responsibility."

A circumstance that occurred in his early history as a teacher is worthy of mention, as illustrating a predominant trait of his character:

Among the classes which he was called to instruct, was one in algebra, composed mostly of older pupils. Though he had previously studied the text-book, there were several problems in it which he had never been able to solve. There was one in particular on which he had already tried his strength several times without success. His class was now rapidly approaching this problem, and he felt the necessity of being prepared for any emergency. He therefore set himself at work in earnest and devoted several hours to the unsolved problem;—but still the desired result seemed as far from his grasp as ever. Mortifying as the alternative was, he decided at length to go to one of the teachers of the school and ask for assistance. This individual kindly engaged to examine the question, but remarked that as it had been some time since he reviewed that portion of the book, the mode of solution might not readily occur to him. The class had already reached the section in which the difficulty occurred, and there was no time to be lost. After one or two days, the problem was returned to him without a solution. What could be done? To go before his class and acknowledge that he was unable to master it, would be to lose caste at once. The necessity of the case suggested one more expedient. He had

a friend in an adjoining city who was quite distinguished as a mathematical teacher. To the house of this friend he resolved to direct his steps; but on arriving, he learned to his utter confusion, that his friend had left home and would not return for several days. His last hope had fled. With a burden of chagrin and mortification that was almost insupportable, he commenced retracing his steps. "What," thought he, "does all this mean?" After walking a few moments in silent meditation, his emotions found audible utterance. "*I can* solve the problem," he said, with emphatic gesture, "and *I will* solve it." He went to his room, and seating himself at his table, he did not rise till the task was accomplished. He has often alluded to this single triumph as of more real value to him than a year of ordinary study. It caused him to know his own strength, and taught him to think and to depend upon his own resources.

It has been previously stated that Mr. Wells had for a time connected himself with the flourishing Teachers' Seminary at Andover, then under the charge of Rev. S. R. Hall, the well-known author of the volume of "Lectures on School-Keeping." During the eight months that he passed here, he gained the confidence and respect of the principal to such a degree that he was, in less than two years after leaving, invited to return and assist Mr. Hall in the instruction of this seminary. This was a field congenial to his tastes, and here he continued to labor through the various fortunes of the seminary for a period of eleven years, from 1836 to 1847, his attention, for most of this time being divided between the general department of the school and the special or teachers' department.

Though still afflicted with weak eyes, he here planned and executed an extended course of English reading. For several years he employed one of the students to read for him evenings, and his reading was always accompanied with the use of either pen or pencil. On one occasion, he entered into a reading partnership with a student in the

Theological Seminary, and during the evenings of a single term they read together the whole of Shakspeare's dramas, besides several volumes on mental and moral science, often carrying their reading and discussions into the morning hours.

While connected with this seminary he was accustomed to discuss before his teachers' classes, from year to year, the principles of grammar in connection with a careful analysis of Milton and other poets. In his course of English reading, which was carried forward at the same time, it was his practice to mark such examples as would be most serviceable in testing or illustrating these principles. Several hundred volumes of standard English literature were read in this way, during a period of about nine years, and many thousands of examples noted and classified for this purpose. The result of these investigations and comparisons was finally embodied in the "School Grammar," which was first published in 1846; and up to the present time [1860], nearly three hundred thousand copies of this work have been issued.

In 1845, the honorary degree of Master of Arts was conferred on Mr. Wells by the trustees of Dartmouth College. Few men have proved more worthy of such a compliment.

S. H. Taylor, LL.D., the well-known and esteemed principal of Phillips Academy, Andover, thus writes: "The first time I saw Mr. Wells to know him, was at an accidental meeting of some half-dozen persons, mostly teachers, but he a pupil. The conversation turned on some point, in regard to which there was considerable difference of opinion. I was particularly struck with the confidence with which Mr. Wells advanced his views—not the confidence of one who seemed obtrusive, or out of his place, but of one who had thoroughly studied the subject and knew what he said. I then marked him for future observations.

"In his subsequent connection with Phillips Academy as a teacher, there were some characteristics worthy of

notice. He was thoroughly earnest; he was alive to his work, and was impelled by a strong inward impulse to do whatever would secure success in it. The clear ring of his voice as he propounded, in quick succession, questions to his class, was sufficient to indicate to those who might not see the glow upon his countenance, how strong a sympathy he had with his work. Indeed he might be said to be enthusiastic in whatever he taught, and his pupils at once imbibed his spirit. With such an electrical influence constantly emanating from the teacher, none of his classes ever showed the listlessness and indifference so often seen in the school-room.

"He was always master of the subjects which he taught. He spared no expense or labor which might give him a more comprehensive and exact acquaintance with the various topics which came before his classes. He gathered around him books from every quarter, and studied them with unwearied patience. Sometimes his severest and most protracted labor was employed in settling what are too often considered small points, and passed over with some general remarks, or not touched at all. Such questions Mr. Wells settled, as far as they could be settled, and then discussed them with his classes, in the end giving them his own results. No teacher within my knowledge drew sharper lines here than he.

"He resolutely and persistently held the pupil responsible to do for himself all he supposed to be in his power. Many a teacher has the same theory, but I have never known it so severely reduced to practice as in Mr. Wells' system of teaching. Many of his pupils have found themselves toiling over mathematical questions more than a week after they came up in course; but there was no release till the difficulty was mastered—the pupil, by this process, gaining mental strength and confidence in himself which would greatly diminish other similar difficulties.

"His views of discipline were sound and judicious. He governed with ease because he never required what was

unreasonable, and what he did require, his pupils well knew must be met. In the support of good order and wholesome discipline, his associate teachers always knew that they were sure of his warm coöperation. I well remember an instance when it became necessary for the principal to discipline a number of members of the school, and when, as is not unusual in such cases, the sympathy of a portion of even the better class of the school was with those who had been disciplined, Mr. Wells took occasion to say, when all his classes were before him, that the discipline which had just been administered, was the noblest and most manly act that he had known since his connection with the school. Men of different views of the value of proper discipline, or of different character, would have saved themselves the trouble of making this remark, hoping thereby not to endanger their own popularity.

"In times and circumstances like these, Mr. Wells showed an energy and decision of character, a true heroism, which evinced his real worth, and assured his associates on how strong an arm they could lean. I need only add that all Mr. Wells' relations with his associates here were of the most happy and fraternal character."

Mr. J. S. Eaton, who succeeded Mr. Wells at Andover, thus writes: "As a teacher, Mr. Wells had a rare tact, or faculty, to communicate his ideas to his pupils and to awaken thought and enthusiasm in them."

"At one time it was my good fortune to be a member of his classes in grammar and algebra, and occasionally he would take the place of another teacher in book-keeping, geometry, etc., and invariably, in such a case, the class was quickened and the darkness that hung about them was dispelled.

"As a disciplinarian he was equally happy. I remember an instance in the algebra class of a young man who was very talkative—excusing himself for a poor lesson in fractions because it was *algebra* and not *arithmetic*. 'If it were *arithmetic* he could solve the examples easily enough.'

Mr. Wells very promptly gave him an example in arithmetic involving precisely the same principles, and again the pupil failed and attempted to excuse himself in some other way, becoming more loquacious than before, when Mr. Wells silenced him with a playful but decisive:— ‘Please allow me to talk a *part* of the time.’\* I name this little incident as illustrative of his skill in managing a recitation and in controlling a wayward pupil.

“I might say much of Mr. Wells as a man, a gentleman, a Christian—but it will be unnecessary. All who knew him will always remember his excellence in these respects.”

While connected with the Andover academy, Mr. Wells had the use of a valuable theodolite and other mathematical instruments, and gave special attention to practical surveying and some branches of civil engineering. It was his custom to spend much time in the fields with his classes, out of school hours, and make careful surveys of the different farms belonging to the institution and other portions of the town.

In the summer of 1847, Mr. Wells was elected principal of the Putnam Free School, Newburyport, Mass. This institution was founded by the munificence of Oliver Putnam, a native of Newburyport. Mr. Putnam left a certain amount to be invested until it should increase to the sum of \$50,000, and then to be appropriated to founding a “Free English-School for the instruction of youth wherever they may belong.” The trustees from the commencement determined that *thoroughness* should constitute an important feature of the instruction in this school—believing that it was far better to have a limited number of pupils thoroughly instructed than a larger number less carefully taught. With this view the number at first was limited to eighty.

Though Mr. Wells was elected in the summer of 1847, he was not expected to enter upon his duties in Newbury-

\* It should be remembered that the pupils were young men—some of them as old as their instructor.

port till the spring of 1848. Soon after his election, he resigned his position at Andover, in order that he might secure a few months of relaxation before entering his new field of labor. But it is no easy matter for a thoroughly live educator to cease from work—and hence Mr. Wells might be found enjoying his vacation by assisting Mr. Barnard, then superintendent of schools in Rhode Island, in conducting teachers' institutes. He also rendered much of the same kind of service in Massachusetts and New Hampshire. Not a few teachers at these institutes received from Mr. Wells an impulse in the right direction, which they will never lose. The eyes of many were opened to behold the business of teaching in a new and more truthful light.

In April, 1848, Mr. Wells entered upon his duties at Newburyport full of hope, and during a period of six years he labored with his wonted zeal, and his efforts were crowned with abundant success. The school became one of the prominent attractions of the beautiful city in which it was located. From the outset, the Putnam Free School was an institution of rank and influence. It was well supplied with illustrative apparatus, and Mr. Wells gave an extended course of experiments every year, in chemistry and natural philosophy. These lectures and experiments were attended by a large number of citizens with manifest satisfaction and profit.

Another branch to which he gave special attention was astronomy. His instructions in this branch were always accompanied with evening observations of the heavenly bodies, and each member of the higher classes was required to present at least one original calculation of an eclipse. He procured at his own expense an achromatic telescope with an object-glass five and one-fourth inches in diameter, and a focal length of seven feet and three inches. This instrument he still retains for his private use.

L. F. Dimmick, D.D., one of the trustees of the Putnam

Free School, in writing of Mr. Wells, says: "He has a vigorous and well-furnished mind. He is ardent, devoted, enthusiastic, even in his work. He has a rare faculty of inspiring his pupils with the like spirit of enterprise and love of study. His plan of instruction is comprehensive and well balanced; and he so leads his pupils through it as to call up and improve the deeper and stronger elements of their being. I consider him as holding a very high place among the distinguished educators of the time."

It was during his residence at Andover and Newburyport that the writer became intimately acquainted with Mr. Wells. From the first he felt drawn toward him and attached to him by that earnest manner and thorough devotion with which he engaged in every undertaking designed to advance the cause of popular education. He was ever ready to contribute of his time, his means, his influence, for the good of the cause. For many years he was one of the most efficient members and officers of the Essex-County Teachers' Association, of which he was an honored president for two years. He was constant in his attendance upon the semi-annual meetings of this useful association, and was ever devising means to make them more interesting and useful. It was the writer's privilege frequently to meet him on committee business at these associations, and he was always decided, clear, and courteous. It was a marked trait of his character that he always knew of what he affirmed, and he so affirmed as to cause all who heard feel that he possessed a zeal that was according to knowledge.

While president of this association, he offered prizes for essays on educational subjects, to be read at the semi-annual meetings. These premiums he paid from his own resources. It is not too much to say, that Mr. Wells' influence will be felt for good in this association for scores of years to come—a perpetuating good.

Mr. Wells was one of the founders of the Massachusetts



State Teachers' Association, of which he was president for two years. His efforts in behalf of this organization were always judicious and earnest. He was also one of the projectors and early editors of the "Massachusetts Teacher." Those who have lately entered the educational service can but poorly appreciate the amount of labor required, and the amount rendered by active members, a score of years ago. But Mr. Wells' entire training and mental discipline from the commencement of his course of study, tended eminently to fit him for efficient aid in the incipient stages of educational organizations and efforts.

In 1854, the Massachusetts board of education manifested their appreciation of Mr. Wells' worth as an educator by placing him at the head of the Westfield State Normal School. Under his direction the school rapidly increased in numbers, and in less than two years the legislature deemed it necessary to make a special appropriation for enlarging the building.

Though Mr. Wells remained at Westfield only two years it was sufficiently long to enable him to leave his impress upon the institution, and to secure the highest regard and confidence of the board of education and the friends of the school. His system of combining the practice of teaching with the study of the different branches is worthy of special notice; not because it was peculiar to this school, but because it here received more than usual attention, and because in some normal schools its importance is believed to be under-estimated, especially in the lower classes.

As soon as a pupil entered the school, he was made to feel that all his studies and recitations must bear directly upon the main object before him. However deficient a class might be found in the elementary branches, they were never required to go through a course of preparatory lessons, as such. They were, of course, required to study these elements, but to study them as teachers and not as mere scholars—knowing that their ability to teach the

principles they were studying would be regarded as the most important part of the lesson—and that this ability would be sure to be tested at the recitation. He that studies a lesson for the purpose of qualifying himself to instruct others in its principles, is more likely to master the subject itself, than he who studies it merely to recite as a pupil. Viewed in this light, the defective qualifications of most of the pupils who enter our normal schools are found to be an evil of less magnitude than many have been accustomed to regard them.

Another marked feature of his course of instruction at Westfield was the prominence given to the study of the English language and literature. This did not consist solely nor mainly in giving special attention to the principles of rhetoric and grammatical analysis, but the great productions of the language were themselves subjected to a careful and searching investigation. Classes were also formed in Latin, not for the purpose of making proficient in that language, but chiefly as a means of studying the derivation of our own tongue.

On commencing his labors at Westfield, he felt the need of counsel from others engaged in the same field of labor, and wrote to several normal teachers, suggesting the expediency of calling a meeting of normal-school teachers for the purpose of mutual consultation and aid. The proposition was favorably received, and he accordingly sent letters of invitation to the principals of the different normal schools in the country to meet in convention at New York, in connection with the National Teachers' Association. A meeting was held on the 30th of August, 1856, and from this originated the present "American Normal-School Association," which promises much usefulness.

In May, 1856, Mr. Wells resigned his position at Westfield with a view to accepting an appointment as superintendent of public schools in Chicago, Ill.—and on the 1st of June he entered upon the discharge of his new duties.

This was a highly important position and one well fitted for the full exercise of Mr. Wells' mind and energies.

One of the objects that first claimed his attention in Chicago was the organization of the high school in a new and commodious edifice. To this Mr. Wells gave his earnest attention, and he spared no effort that might tend to make this new school a model of its kind. It was opened to pupils of both sexes on the 8th of October, 1856, and embraced in its plan three distinct departments—classical, English high, and normal. With a thoroughly digested plan of operation and management, this school has, from the outset, maintained a high position, and few cities can boast of better educational advantages in the higher departments than those afforded by the Chicago High-School.

As soon as the high school was in successful operation, he directed his thoughts to the lower grades of schools—and particularly to the primary. Well understanding that the higher grades could not be truly and permanently elevated unless the under grades were what they should be, his active and practical mind was awake to devise means for the improvement of the lower classes, in which the children receive their earliest and most lasting school impressions; and as one of the most important measures for the accomplishment of this object, he recommended that the assistants in the primary departments should receive a rate of compensation equal to that paid to the female assistants in the grammar schools.

His annual reports to the Chicago board of education are interspersed with practical and well-digested views on a variety of educational topics. The following passages in relation to primary schools, are extracted from his report for the year 1858-9:

"Our primary schools are the basis of our whole system. If evils are suffered to exist here, they will manifest themselves in all the higher stages of the pupil's progress, and cling to him through life.

‘Scratch the green rind of a sapling, or wantonly twist it in the soil;  
The scarred and crooked oak will tell of thee for centuries to come.’

“It is in the primary schools that more than half of all our public instruction is imparted, and a large portion of the children gathered here do not remain in school long enough to pass into the higher departments at all.

\* \* \* \* \*

“To excel as a primary teacher requires peculiar natural gifts, a thorough acquaintance with the first principles of knowledge, special fondness for young children, and an abiding consciousness that there is really no higher department of useful labor than that of giving direction to the first efforts of minds that are opening to an endless existence.

“There is no other grade of schools in which the personal character of the teacher is so directly felt as in the primary. In the grammar school, lessons are learned from text-books, and very much of the pupil's progress is made without the direct assistance of the teacher. But in the primary schools, the teacher is herself the text-book, the living oracle; and nearly all the impressions received by the pupil are a direct reflection from her own mind and heart.

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“Reading, the most important branch of school instruction, is generally the most imperfectly taught, especially in primary schools. Why is it, that in listening to a child who is reading the most colloquial piece that can be chosen we find so marked a difference, in most cases, between the tones and modulations he employs and those of common conversation? The answer is a sad reflection upon the manner in which reading is generally taught in elementary schools.

“That this evil is necessary, no intelligent teacher believes. If we look for the seat of the difficulty, we shall

probably find one of the principal causes in the fact that most children are first taught to call the names of a large portion of the words they read, without understanding their meaning. The remedy of the evil is suggested by the cause. Let no unmeaning words be presented to the young learner, and let no word ever be read without being understood. It is not enough that the word has a meaning, and that the child is *presumed* to understand what it is; the teacher should be sure that the child actually does understand every word that is read. The first words introduced should always be the names of common and familiar objects. The objects themselves should be referred to, and if possible presented to the test of the senses. The teacher should talk with the pupils about the objects, and employ the words in simple and familiar sentences, so that the reading may be associated with common conversation, and be made as nearly like it as possible. These directions are very few and very simple, and they have been given, substantially, many times before; and yet, if they had been faithfully followed in all the elementary schools of the country, we should probably find less than half the unnatural reading which we now witness.

“In respect to the manner of giving children their first lessons in reading, a considerable diversity of practice still exists. Some teachers adhere to the system of teaching the *alphabet* first, then short syllables, and then words and sentences. Others commence with the *sounds* of the letters and then proceed to their combination in words. Others commence with *words* and afterward introduce the sounds and names of the letters of which they are composed. Others teach a few letters first by their names, and then proceed to combine these letters in simple words; thus teaching the alphabet and words simultaneously. There is, however, at the present time a very decided tendency to what is called the *word method*. Words have meaning; letters have none. Words are as

easily learned as letters, and they naturally precede letters. It is to be hoped that the time is near when the philosophy of education will be better understood, and when all teachers will learn that it is safe to follow nature in our efforts to cultivate the minds of children. Who would think of teaching a child the different parts of which a tree is composed before he has learned to distinguish the tree itself? A child does not learn to call the name of a house by studying the windows, doors, chimneys, roof, etc.; but he first learns to recognize the house as a whole, and the parts that compose it are learned afterward. So in reading: the natural order is to learn the whole word first, and afterward to learn the names and sounds of the letters composing it.

"One great excellence of this method is the aid it affords in teaching children to read naturally and with correct expression. If no other object were accomplished, this alone would be sufficient to recommend it to the favorable regard of school officers and teachers.

"The exact point at which the names of the letters are to be introduced is not a matter of much importance, so that we preserve the main features of the system unimpaired. The *natural* order of the different steps is manifestly the following: First, the *object itself* is presented to the senses; next, the *name* of the object is pronounced and learned. As the spoken word consists of *sounds*, the next step in order is to analyze the sounds and utter them separately. After this, the *names* of the letters are learned.

"If any teacher prefers to teach the *names* of the letters as fast as they occur in the words learned, no harm can result from such a course. But the *sounds* of the letters, which are the real elements of all spoken words, should by all means be learned as early as the names."

Of the efforts of Mr. Wells in his present situation, we can only add the following testimony from Luther Haven, Esq., president of the board of education of

Chicago, a gentleman who has been untiring in his efforts to improve the schools of his adopted city: "Mr. Wells brought to the service of the board of education, and to the interests of the schools, all those admirable traits of character which had tended so greatly to enhance his success and usefulness in every position he had previously occupied, and these traits he has devoted with untiring industry and perseverance, with all the powers of his well-trained mind, to the building up of our public schools, and placing them in such a condition as to command the confidence and support of our whole community. His labors have been eminently successful. For the high position now held by our schools in the estimation of our whole community, for the harmony and good-feeling now existing among all parties in relation to them, we are indebted in no small degree to the prudence, care, kindness, and firmness of Mr. Wells. To sum up in a few words, his doings have been abundant and satisfactory—his success eminent and enviable."

But the influence of such a man can not be confined within town or city limits. He was one of the first members of the Illinois State board of education, elected for a period of six years, and he has rendered valuable and judicious aid in the establishment of the Illinois State Normal School, and in promoting the best interests of popular education in the State.

In closing this brief memoir of Mr. Wells as an educator, we would call the attention of young students and teachers to a few only of those prominent features which are at once most characteristic of him and which should lead others to a career as widely useful and successful, should similar opportunities of labor be presented. While he has risen to a high position among the leading educators of our times, it is not believed that his success has been so much the result of unusual natural abilities as of untiring and well-directed application. Many to whom the author of life has been more bountiful in the bestowment of nat-

ural gifts have been entirely surpassed by him, simply because his talents were improved by constant and varied use, while theirs were carefully "laid up in a napkin."

Mr. Wells may be justly classed with what are called self-made men. Marcel, in his treatise on language, says: "The eminence attained by great men is always the result of their own industry,"—and this it is believed is strictly true. Most of our truly great and eminent men, in any department, have gained their high position by close application and untiring industry. They have kept their talent bright and productive by constant and wise use. B. B. Edwards, D.D., in the essay prefixed to his "Biography of Self-Taught Men," says: "Men of this class have the faculty of clearly communicating their knowledge to others. In this respect they make excellent teachers. They have worked their own way up the steeps of knowledge, and they can point out the path in which they came."

It was a cardinal principle of Mr. Wells, during his whole course as an educator, that the teacher's highest mission is not to impart instruction merely, but rather to rouse and call forth the pupil's own energies. He well knew what obstacles lie in the scholar's path, and also how to surmount them. Many a desponding pupil has been quickened and cheered on to successful effort by the kind words of Mr. Wells, calling them through the devious and difficult paths he had himself walked, up to positions of usefulness and honor. He knew the value of words of encouragement, and he also knew how, when, where, and to whom to give them.

During his preparatory course of study, he was at one time on the point of abandoning his books and turning his attention to other pursuits, on account of the serious interruptions and embarrassments to which he was subjected while attempting to continue his course without pecuniary assistance. In this emergency he sought the advice of a shrewd and intelligent manufacturer, a grad-



uate of Yale College, whose means had always been equal to his wants. To his great surprise, his friend assured him that he was in the best possible circumstances to insure success. "When I was in college," said his friend, "I had money enough, and the same was true of about half of my class-mates. Many of us burned the candle at both ends all the way through college. And now, if you ask who of all the class have attained to any degree of eminence, you will find them, almost without exception, among those who had to struggle through their own course with little or no assistance." All who have opportunity for observation will admit the general truth of this statement. Its effect on young Wells was to clothe Latin and Greek with new attractions, and obstacles were afterward welcomed as the surest and best helps to success. He was always hopeful. He felt that whatever was worth accomplishing could be achieved by patient effort, and he was deterred by no obstacles from attempting to do what he felt ought to be done. And it may be asserted that hundreds of his pupils have imbibed his spirit, and, in consequence, become working and efficient men;—men of mind, men of self-reliant spirit, men of indomitable perseverance, men of marked success.

The following extract from a lecture on Self-Reliance, delivered by Mr. Wells before the American Institute of Instruction, embodies one of the principles by which his own life was governed, and which he never failed to inculcate in the minds of his pupils:

"The highest and most important object of intellectual education is mental discipline, or the power of using the mind to the best advantage. The price of this discipline is *effort*. No scholar ever yet made intellectual progress without intellectual labor. It is this alone that can strengthen and invigorate the noble faculties with which we are endowed. However much we may regret that we do not live a century later, because we can not have the benefit of the educational improvements that are to

be made during the next hundred years, of one thing we may rest assured, that intellectual eminence will be attained during the twentieth century just as it is in the nineteenth—by the *labor of the brain*. We are not to look for any new discovery or invention that shall supersede the necessity for mental toil; we are not to desire it. If we had but to supplicate some kind genius, and he would at once endow us with all the knowledge in the universe, the gift would prove a curse to us, and not a blessing. We must have the discipline of *acquiring* knowledge in the manner established by the Author of our being, and without this discipline our intellectual stores would be worse than useless.

“The general law of intellectual growth is manifestly this: whatever may be the mental power which we at any time possess, it requires a repetition of mental efforts equal in degree to those which we have put forth before, to prevent actual deterioration. Every considerable step of advance from this point must be by a new and still higher intellectual performance. There are many impediments in the path of the student which it is desirable to remove; but he who attempts to remove all difficulties, or as many of them as possible, wars against the highest law of intellectual development.”

Had Mr. Wells been content to follow the example of most beginners in teaching, and simply “kept school” six hours daily, “boarded ’round,” and received his ten dollars per month, he would never have gained any eminence or achieved any desirable success. But he engaged in teaching *con amore*, and gave to it all his thoughts, his talents, his energies. He was not content with the old ways, unless fully satisfied that they were the best ways. Consequently he was always aiming to improve in methods of teaching. Some of the innovations introduced in his first school were regarded with distrust by the committee and viewed as unreasonable—or, perhaps, as notional. The introduction of Colburn’s “First Lessons in Mental

Arithmetic,"—now considered as almost a *sine qua non* by most good teachers—was only permitted after he had made a special visit to nearly every parent in the district. He constructed a blackboard with his own hands, and even the painting, or rather coloring, was extemporized by his mother for the occasion. He procured a set of outline maps, drawn on cloth, and wrote out a system of topics for "Olney's Geography," which were copied by the class and used in connection with the maps at recitations. These topics were subsequently printed and used in other schools. At the close of his school, it may be added, the committee were so well pleased with the results that they purchased the outline maps and the blackboard, and retained them for the use of the district.

From the commencement of his course, Mr. Wells has aimed to be eminently practical in all his efforts and writings. As a superintendent of schools, he has, by his good sense and judgment, gained the entire confidence of those associated with him, and the results of his suggestions and plans have convinced all that he was no visionary schemer. All his counsels and all his doings have shown that he was no less wise in deeds than in words. With him it has not been mere theory, but theory and practice.

Mr. Wells has ever been remarkably methodical in all his plans and arrangements. It has been owing to this, in no small degree, that he has been able to accomplish so much for himself and for the cause to which his energies have been devoted. System and exactness have been applied to his reading, his studies, his educational labors, and to all his engagements. Though always busy, he has, at all times, arranged to perform his part in any public measures which have called for his aid. No item of business with which he has had anything to do in connection with others, has ever been delayed for a single hour on account of any negligence on his part. Prompt in fulfilling every engagement, it has always

been safe to rely upon him. The writer has, in numerous instances, been associated with him on committees, and no negligence or dilatoriness on his part ever occasioned a minute's delay or loss of time. We well remember a certain occasion on which we were to meet him at a specified place and hour—at a point some eight miles distant from his residence and our own. As we expected, he was on the ground at the precise time specified, and this regard to promptness was always prominent in his mind and in his practice—so that all who knew him placed the most implicit confidence in any arrangement or agreement made by him. This exactness on his part has had a very salutary influence on all connected with him, whether as associates or as pupils. He has been in these particulars a model worthy the imitation of all teachers.

Another trait which should be held up for the special imitation of others is his strong professional feeling. From the outset he believed that every man owes something to his chosen profession; and under this belief he has ever been ready, "in season and out of season," to labor for the improvement and true elevation of the teacher's calling. All who have met him at educational associations and gatherings will remember with what earnestness and interest he engaged in all discussions and plans designed for the common good. Whenever he rose to speak, all felt that they were about to listen to words from one whose heart was full of the great work before him, and one who was striving in every honorable way to magnify the vocation of the teacher. If all teachers were imbued with the same *esprit de corps* ever manifested by Mr. Wells, how potent and extensive would be their influence!

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Friends who were associated with him for many years in the departments named, contribute the following:

Mr. Wells was a student of astronomy in his youth. He was not merely a reader of such popular expositions of the science as were then available, but did his best to master the hidden depths of star lore. He had imported to his order such works as the astronomical and mathematical volumes of the "Encyclopedia Metropolitana," the British Association "Catalogue of Stars," Smyth's "Celestial Cycle," and the 36-inch globe maps of the Society for the Diffusion of Useful Knowledge. He also procured what is still a very good refracting telescope of five inches aperture, and worked faithfully with it, as he desired to see for himself what the instrument had to reveal of the wonders of the starry firmament.

He devoted much time to a study of the planetary phases, but to him the moon was the great attraction. He watched her patiently and earnestly, not simply as a gazer, but as a man who wanted to know all about the most prominent spots on her surface. The writer is not aware that Mr. Wells ever undertook to make a map of the moon, but he did take copious notes, sketching the appearance of the terminator at various dates, accompanied by statements of the moon's angular distance from the sun at the time of each observation. He wrote several lectures on astronomical topics, and delivered them in many places in the Eastern States. After his removal to the West, he accepted only a few invitations to lecture on these topics.

Mr. Wells was invited to attend the first meeting held in Chicago to consider the proposition to build an observatory in that city. He carefully examined the original plan of action, and was satisfied it was not a desirable one. It was his correspondence with friends in the East that brought out a knowledge of the facts which led to the scheme being thrown overboard, and a new departure taken. The proposed telescope, which was alleged to be superior in power to the one at Harvard, was found to have been offered for sale for \$2000, a ridiculously low

price for a first-class instrument, and was then more directly discovered to be nothing like what had been claimed for it. Then Mr. Wells asked if it were not possible to obtain the telescope of eighteen and a-half inches aperture which had just been finished by the Clarkes at Cambridge, and had already become celebrated by the discovery of the companion of Sirius before leaving the workshop. He was answered that the money could be procured if the instrument was really, as alleged, the best in the world, and a few days more sufficed to remove all doubt on that point. Then a committee from the Chicago Astronomical Society visited Boston, and arranged for the purchase of the telescope. The rest is history which needs not to be here repeated, but the point above stated has not previously been brought out, the well-known modesty of Mr. Wells preventing him from making the slightest allusion to a fact which really entitles him to rank as the father of observational astronomy in Chicago.

On the formal organization of the Chicago Astronomical Society, in 1867, Mr. Wells was chosen vice-president. He held that office till the time of his death, being the only man who retained his place on the executive committee during all those years. His services were too valuable to be dispensed with. How valuable they were could only be known by those who were intimately associated with him in the management of the society, which included, during a large part of the time, the management of the observatory itself. It was his books and charts that were used in the observatory in the earlier days of its history, when contributions from outside were few; and he poured oil upon the troubled waters in times of dissension that seemed to be a heritage from the larger institution to which it was auxiliary. And he was otherwise a devoted friend to astronomical study. More than one proprietor of a street telescope regarded him as a father, in the scientific sense of the term, and often applied

to him for the solution of knotty problems. Many of these he answered off-hand, from the knowledge that was within him; and for the rest he would refer to the book or the individual from which the desired information could be obtained.

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W. H. Wells retired from the office of superintendent of public schools of Chicago, and, avowedly, from all direct participation in school matters, on the 6th of July, 1864. The occasion was signalized by a gathering of the school officers and teachers of Chicago, which is thus described by the *Chicago Tribune*:

The exercises of the High School were closed at noon to admit the assemblage of the teachers in the High-School building in the afternoon to listen to an address by the retiring superintendent—W. H. Wells—whose resignation, recently tendered, was very unwillingly accepted by the Board. The teachers were anxious to have an opportunity of hearing his parting words of cheer and counsel, and of testifying, in something stronger than words, their high appreciation of his worth. The large room was filled. There were present the members of the present Board of Education, several gentlemen formerly members, and many others who have been prominent in the education of the rising generation in this and other cities. Nearly all the teachers in the public schools in the city were present. The occasion was one of deep interest.

The chair was taken by Levi B. Taft, the president of the Board of Education; he spoke as follows:

“The Board of Education have called this meeting at the request of a large number of teachers, in order to give an opportunity to exchange final greetings with Mr. Wells, and to listen to some parting words from him, before his retirement from the office of superintendent of our schools. I can assure you that the Board have never done an act

with so much pain and reluctance as the acceptance of Mr. Wells' resignation. Every effort possible was made in order to induce Mr. Wells to withdraw his resignation, but his failing health compelled him to decline complying with our request. The most cordial relations have ever existed between Mr. Wells and the Board. The utmost harmony prevailed in all our actions. Mr. Wells devoted eight years of the best part of his life to the building up of our schools. His whole soul has been in this work. He has been untiring in his labors, and devoted all his time and energies to the schools. He has had the kind coöperation of our teachers in all his arduous efforts. Our schools are largely indebted to him for the high standard of excellence to which they have now attained. Mr. Wells will carry with him to his new vocation our best and kindest wishes for his success and happiness."

Mr. Wells, the superintendent, then arose and addressed the assembly, as follows:

"GENTLEMEN OF THE BOARD OF EDUCATION AND  
FELLOW-TEACHERS:

"If we were permitted to live only in the present we should lose half the enjoyment of living. In early years we live largely in the future; later in life we live more in the past. There are also special occasions when memories of the past come rushing thick upon us, and the leading events of many years pass vividly before the mind in the space of a single hour. I am sure I shall be pardoned if I say that I am in a retrospective mood today, and my thoughts turn irresistibly to the past. I remember, away back in the reign of Andrew Jackson, when most of those before me were not, and when Chicago was in pinafores, a tall youth of less than twenty winters, in the land of steady habits, in search of a district school. And when he had actually engaged to teach a winter school at ten dollars a month and 'board around,' and began to feel that he was crossing the line between boyhood and man-



hood, I well remember such heart-throbbings as were unknown to earlier or later years.

"I remember also, with almost painful vividness, that opening morning when this young aspirant for didactic honors walked into an almost empty school-house, leaving his future pupils on both sides of the road—in the fields and on the trees, anywhere and everywhere, apparently unconscious that so important a personage had come among them. And I am in no danger of forgetting the difficulty with which the floor of the room and those long sloping desks were freed from nuts and nutshells, and other contraband articles, and the scattered children persuaded to leave their various pursuits and acknowledge allegiance to the newly-inaugurated administration.

"I remember those weeks of struggle between inexperience, and anxiety, and determination, and hope, strangely commingling on the one hand; and ignorance, and boy nature, and girl nature on the other. I remember how this young pedagogue, who had just begun to call himself a man, as soon as his school had left for the day and the doors were finally closed, night after night forgot all his manhood and sat and wept, until an almost insupportable burden of chagrin, and mortification, and discouragement had found relief. I remember how the button-holes of his coat, which at the beginning of the school would barely reach the buttons, at the close of it would reach far beyond.

"All these things, and volumes besides, of which these are but the index, I well remember, though most that has transpired since is lost in forgetfulness. Such was the beginning of an educational life which this week brings to a close.

"Among the leading educators of the period to which I am carried by these reminiscences, were James G. Carter, George B. Emerson, S. R. Hall, Wm. C. Woodbridge, and Miss Z. P. Grant, of Massachusetts; T. H. Gallaudet of Connecticut; Mrs. Emma Willard of New York; Wm.

Russell of Pennsylvania; and Albert, and John W. Picket of Ohio. Horace Mann and Henry Barnard were then entirely unknown in the educational world, and the president of our honorable Board of Education was then a school-boy—at the head of his class, no doubt, but only a school-boy.

“The American Institute of Instruction, now the grand patriarch of all the educational associations of the country, was then one year old, and the Teachers’ Seminary at Andover, under the care of S. R. Hall, had attained the same age. The educational literature which then formed a complete Teachers’ Library consisted of Hall’s “Lectures on School-keeping,” a single volume of lectures before the American Institute of Instruction, four volumes of the “American Journal of Education,” edited by Wm. Russell, and a single volume of the “Annals of Education,” edited by W. C. Woodbridge, together with two or three reprints of foreign works. Today the teacher has his choice from a library of more than a thousand volumes.

“I could not then have taught a public school in Chicago, for there was none. But Chicago had then, though unappreciated, a pecuniary foundation for the grandest system of city schools in the world. The section set apart for the support of schools was in the heart of the city, bounded by Madison street on the north, Twelfth street on the south, State street on the east, and Halsted on the west. In October, 1833, all but four of the one hundred and forty-two blocks of this section were sold at auction for \$38,865, on a credit of one, two, and three years. The remaining four blocks are now valued at \$600,000. The value of that portion which was sold is now estimated at about \$10,000,000.

“The first public school in Chicago was taught in 1834, thirty years ago, in the First Presbyterian Church, on the west side of Clark street, between Lake and Randolph. The teacher was Miss Eliza Chappel, now the wife of Rev. Jeremiah Porter, who is well known in this city.

"In 1839, a special act was passed by the legislature in relation to the common schools of Chicago, which laid the foundation of the present school system.

"The first Board of School Inspectors under the new organization was composed of William Jones, J. Young Scammon, Isaac N. Arnold, Nathan H. Bolles, John Gray, Jas. H. Scott, and Hiram Hugunin. The first meeting of this Board was held in November, 1840, and William Jones was elected chairman. It is at this date that the written records of the public schools commence.

"In 1844, the first public school-house was erected on Madison Street, between State and Dearborn. It was regarded by many as altogether too large and expensive, and the mayor elected the following year recommended in his inaugural address that the council should either sell the house or convert it into an insane asylum. This is the building now occupied by the Dearborn school.

"In 1854, the office of superintendent of public schools was created, and Mr. John C. Dore assumed the duties of the office. The improvements introduced by Mr. Dore were thorough and extensive, and their salutary influence will long be felt in the schools.

"When I entered upon the duties of my present position, on the 1st of June, 1856, the number of teachers employed in the public schools was 47. At the present time the number is 223, an increase of more than 400 per cent. In June, 1856, the number of pupils belonging to all the schools was 2785. In June of the present year the number was 12,653, being an increase of over 350 per cent.

"The Chicago High School was organized soon after I came to the city, and its history to the present time has been a record of continued success. Freed from the trammels of prejudice that exists in many older cities, it was organized as a school for both sexes, and time has fully demonstrated that for Chicago, at least, this organization is wisest and best.

"The marked success of the Normal Department is

deserving of special mention, and I can not too strongly commend this branch of our system to the fostering care of the Board of Education and the principal of the High School. The training received in this department is peculiarly adapted to the wants of our own schools, and most of the graduates are now numbered among the best teachers of the city.

"There is another department of our system to which I turn with peculiar pleasure. The largest portion of my time has been given to the primary schools. The improvements in primary instruction that have been made in this country during the last eight years have been greater than during the previous fifty years, and I trust we have not been behind our contemporaries in this respect.

"In looking at the different branches of our system, the high school, grammar schools, and the primary schools, I do not know which should now be regarded as the most successful. All the parts are working harmoniously together, and mutually aiding each other. There are many things yet to be done; many improvements yet to be made. If I had remained in the schools another year there are two objects on which my heart was specially set, as ends for which I should labor with all the energy that I could bring to bear upon them. The first of these objects relates to the *discipline* of the schools. I believe our schools are as well disciplined as those of any other city. The discipline is as mild, as kindly, as effective. But I believe the element of *self-discipline* in our own schools, and in all schools, may yet be multiplied four-fold; and I more than believe that this increase of self-discipline on the part of the pupils will form an element of untold power in forming the habits and characters of those who are soon to control the destinies of the country. The teacher who has the power of cultivating in his pupils the habit of self-discipline is worth two salaries to any school board; and no one can estimate the different effect upon the character of the child, between

growing up with the habit of self-control, and growing up with the habit of depending upon the pressure of outward restraint for the daily regulation of his conduct. The teacher who does not now possess this power can, in a greater or less degree, cultivate it. Fellow-teachers, if there is any one sentiment which I would like to impress upon your minds more strongly than any other, as I take my leave of you and of the schools, it is this: that all school discipline which does not have for its ultimate object self-discipline on the part of the pupils is a failure. The second object to which I refer, relates to the use of our mother tongue. Great improvements have already been made in our own schools, and in other schools, in the study of English grammar; but I have no hesitation in saying that greater improvements are yet to be made in this branch of instruction than in any other. English grammar professes to teach the art of speaking and writing the English language correctly; and yet it is manifest to every observer that English grammar, as it is now generally taught, does not impart to the pupils one twentieth part of the power which they actually acquired in the use of the English language. The time will never come when parsing and analysis will be dispensed with, but the time will surely come when instruction in the art of speaking will consist mainly in lessons which embrace *actual speaking*; in exercises designed to cultivate the art of conversation, of narration, and other forms of speech, by constant and careful practice in the use of these forms; when parsing and analysis will find their appropriate place as collateral aids in connection with the daily living exercises in the use of the English tongue. I have not time here to follow this subject out into details, but I have the satisfaction of knowing that the members of the Board, and the teachers who have given special thought to the matter, agree with me in the views which I have advanced; and I believe that the improvements in this direction which have already been commenced will be continued and increased

till one-half of the time which is now consumed in the study of English grammar will furnish twice the fruit which we now reap.

"No portion of my life has been happier than that which I have spent in the schools of Chicago. I do not remember an instance in which I have recommended a measure for the improvement of the schools that has not received the full and ready support of the Board of Education, and the hearty coöperation of the teachers. When I desired to elaborate a graded course of study for the schools, the teachers with one accord gave me their aid in its preparation; the Board of Education adopted it without a discussion; and again the teachers, with labors materially increased, gave their hearty coöperation in making it a success. The cordiality with which my visits to the schools have ever been welcomed will find an abiding place among the sweetest memories of my life. A thousand tokens of kindness and of confidence have lightened my labors and gladdened my heart from the day on which I entered the schools till the present time; and for all of them I desire to return to the Board of Education, and to the teachers, my sincerest thanks.

"I have never known a more competent, and laborious, and successful, body of teachers than that which I meet today, in these intimate and endearing relations for the last time. I have the satisfaction of knowing that you are also appreciated by the Board of Education, and I am confident they will soon afford you substantial evidence that they do not intend to leave your services unrewarded.

"The change I am about to make is by far the greatest change of my life. It is a deliberate, long-considered, and final decision; and I can not but recognize the hand of Providence in presenting so favorable an opening, just at the time it was no longer safe for me to continue the labors and cares of my present office. With the urgent demands of health that I should leave these duties, and an attractive field of labor inviting in another direction, I could not hesitate.

"If my purpose had been only half-formed, the kind offer of a six-months' vacation, with a continuance of salary, might have inclined me to resume these pleasing labors. I may also mention here that I have an old school-mate and friend in Boston, who long years ago kindly commended me for choosing the educational field, but himself persistently turned to commercial pursuits. As time passed on I still continued to receive his commendation and encouragement, but he has always managed somehow to live in a large house, while I lived in a small one. Again, we both felt a strong desire to visit the old world. He had the means of gratifying his desire, and spent a year amid the classic and hallowed associations of Greece, and Rome, and Egypt, and the Holy Land, while I was compelled to remain at home. And now, singularly enough, just at the time when I have this generous offer of six months' rest, my good friend Hardy of Boston sends me an invitation to take a free passage to the Mediterranean in one of his ships. The offer is a tempting one; the two together are very tempting. But I can not be mistaken in respect to the path of duty.

"My educational life has already covered a period nearly equal to the average life of man, and I must now lay it down, and turn to pursuits widely different, but I trust not wholly uncongenial. And now, honored gentlemen of the Board of Education, and dear fellow-teachers, as co-laborers we part. May every blessing attend you in your continued efforts to elevate and improve the public schools, and a generation of children be made wiser and better by your self-sacrificing labors.

'Farewell! a word that must be and hath been,  
A sound that makes us linger—yet farewell!'

The meeting of the Board was now dissolved, and Mr. Taft left the chair, which was taken by J. J. Noble, principal of the Haven School. A meeting of the teachers was organized, and Mr. S. H. White, as chairman of the

committee on resolutions, submitted the following, signed by S. H. White, J. R. Dewey, Jennie E. McLaren, M. Louise Wilson, and Mary Noble. They were unanimously adopted :

WHEREAS, Mr. William H. Wells, superintendent of the public schools of this city, has resigned the position which he has so long successfully filled, therefore,

*Resolved*, That we, the teachers in said schools, deeply regret such action on his part, especially as it was made necessary by a proper regard to his health, now impaired by close application to his arduous duties.

*Resolved*, That in his resignation the public schools of this city have lost the services of one to whose untiring labors in promoting their interests they are largely indebted for their past successes and present prosperous condition; and that the cause of popular education has lost one of its ablest and most successful laborers in the promotion of its interests.

*Resolved*, That his uniform kindmess and encouragement have contributed very greatly to the pleasure as well as the success of the teachers in the public schools; that his many very excellent qualities of mind and heart have won for him an affectionate regard, and that his devotion and zeal in the duties of his office furnish an example worthy of imitation by all.

*Resolved*, That our kind remembrances and best wishes attend Mr. Wells in his new vocation.

Mr. George Howland, principal of the High School, then rose and advanced in front of Mr. Wells. He bore in his hand a magnificent gold watch—valued at \$400—finished in the highest style of art. Mr. Howland addressed the retiring superintendent as follows:

“MR. SUPERINTENDENT:—The resolutions that have just been read and adopted seem to require one thing more, and the pleasing duty has been assigned to me, in



behalf of the teachers of Chicago, of presenting to you, sir, a visible token of the esteem and kind regard which they express.

"In withdrawing from the position which you have so long honored, you are happy in leaving behind you, in the prosperous condition of the schools of our city, a living witness of the faithfulness and success of your labors; and we wish you to take with you to your new vocation something to remind you of the appreciation with which you have been received by us who have aided you in giving them efficiency. By your enlightened and comprehensive views, you, sir, have won golden opinions from all true friends of popular education, and it seems but fitting that these opinions should be reflected in our gift. The welfare of our schools has long lain near your heart, and there, too, we wish the remembrance of us to be borne. We have had our *times* subjected to your control, and been under your careful care and supervision, and with a feeling of sweet revenge, perhaps, we have desired to have the tables turned, and see how you would like to have your *time* directed by us, and with what spirit you would bear our *watch*; and be assured, sir, that as often as it shall tell you of us, it will tell also of many a heart among the donors which will ever beat no less true than itself with respect and esteem for you."

The recipient made the following reply in acknowledgment of the literary and horological testimonials presented:

"Emotion does not always find relief in utterance. I have no language to express the gratitude I feel for these kind expressions of confidence and esteem, and for this munificent token of sympathy and affection. I have not been in constant communion with you during the last eight years without making this parting hour one of intense feeling—the strongest of which my nature is capable.

"There are times when I love to wander back to child-

hood's hours, and live over again those early days, when the trials and disappointments of life had not taught me the lessons of sadness which I have since learned. There are times when, starting from those bright and halcyon days, I love to roam along the pathway of life, culling only the choicest fruits and flowers, and binding them in one rich garland of delighted existence. If my life is spared, and I may hope in years to come to enjoy a retrospective view of all that is bright and attractive in the past, then will this faithful monitor, while it measures the moments as they glide swiftly by, tell also of the many happy hours we have spent together; and then will the sweet savor of these pleasant memories shed its choicest perfumes all around.

"For all these manifestations of kind regard, may you receive a rich reward in your own hearts; and may your future lives be as peaceful and happy as they are useful and honored."

This terminated the formal exercises; even more affecting scenes followed. The members of the Board, teachers, and other friends assembled around Mr. Wells and took their leave of him. It was an occasion which will be borne on the memories of all present, through many years of future labor.

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In the early summer of 1864, the Charter-Oak Life Insurance Company tendered to Mr. Wells the agency of that company for the State of Illinois. The offer was made with full knowledge of his deep and abiding love for educational work, but with the knowledge also that his many years of service as a teacher, and the exacting demands upon his time and thoughts as superintendent of the public schools of Chicago, had impaired his health to an extent which compelled to thought of a change in occupation.

After due deliberation he accepted and entered upon

the duties of the position with characteristic energy and enthusiasm, studiously acquainting himself with the flaws, condition, and business methods of the company he was to represent, and applying himself to the study of the principles and laws of life insurance, until he became widely recognized as one of the best-informed men in the profession. The company soon began to feel the impulse of his intelligent and well-directed efforts. Analyzing its history and condition, he brought out prominently its strongest features, and supplied for years the most effective portion of the company's literature.

In 1869, he was chairman of a committee which went to Springfield to prevent legislation inimical to the interests of life insurance; and so convincing and persuasive were his arguments that the proposed measure was quickly abandoned by those who had introduced it.

The patience of Mr. Wells was severely taxed, and his position a most trying one, during the four years that followed the failure of the Charter-Oak, in 1876. Months before the public had knowledge of the losses which imperiled the solvency of the company, Mr. Wells had discerned enough to greatly excite his fears, and lead him to energetic efforts to avert disaster. He did not hesitate to emphasize vigorously the opinion that there should be a reform in the methods of the company and changes in the official force. His letters to the company at this time showed his entire fearlessness, and the spirit shown by him was of the heroic type. He wished to be loyal to his clients and to the company, and above all, loyal to the right; and he labored indefatigably in all practical ways to protect the interests of those who had confided in him. It was not till 1880 that he was able to retire from this connection which had become so distasteful, and engage as manager of the Provident of New York. He became connected with the *Ætna Life Insurance Company* in 1883, and retained the position till the time of his death.

The manner in which he applied himself to his new line

of duty, on resigning his position in the educational field of labor, may be inferred from the following recital of his views three years after the change. It is an extract from his private journal, under date of September, 1867:

“WAYSIDE REFLECTIONS.

Fifty-five, and life as rushing as ever.

“Three years of business life just completed. Education, and the whole course of educational life and thought for the previous thirty-three years, though crystalized and fixed, as a daily, yearly, half life-long, and almost exclusive mode of existence, so completely supplanted, eradicated, lost, that school-life almost never comes spontaneously to mind.

“Such is the remarkable provision of our nature. Even deep-rooted, fast-rooted, indurated, fossilized habit has yielded as if it were only a sand impression to the resistless power of a new-born will-force; a settled determination to succeed in business life; a purpose that has known no misgiving; to form business habits and prove to myself and my friends that even at fifty-two a man may change the whole current of life without impairing or rendering less effective its motive force.

“Hardly had I entered the new field when it became enchanted ground. All-engrossing cares, and a rapidly-growing love for thoughts and labor and plans, which were at first so strange and unnatural, and unhandy and toilsome, soon made it painful to leave my new work, and pleasurable to return to it; and now my *discipline* is rather to draw myself away from a too strong attachment to business, than to educate myself to enjoy it.

“And so I am now fairly at sea in an entirely new vessel, rushing on as earnestly, as anxiously, as laboriously as in the old craft. This voyage I hope to secure a home for myself and family, without forgetting that my expectancy of life is considerably less than twenty years, and that I shall soon need another and more permanent home, a house not made with hands.

"And how about that other home? Does it seem nearer than it did ten years ago? and does it seem more sure? I would fain hope and believe that it does. I would fain hope that I am making some progress in grace; that I have increasing evidence of my acceptance with God; that I have a stronger and stronger desire for the salvation of my children; and that I have juster views of the value of temporal blessings, and their relation to the great end of all human existence. Full of sin, I yet hope that I have a growing desire to be free from it, and that my thoughts turn more and more naturally to the spiritual and eternal interests of my family."

As much as ten years before the actual close of his life, Mr. Wells realized that the hand of death was upon him, and that it was only a question of time when he would receive a summons from the grim monster. He then set his house in order, and, so far as lay in his power, arranged his affairs so that his decease would find his account written up to the last moment, and involve no tangle. He did a great deal of work after that, but it was in concentrated form, applying himself to work on the English language—first for the help of the little ones, and afterward for the children of larger growth.

The value of his knowledge and experience as an educator was so fully recognized that, entirely without any motion on his part, he was appointed at the close of the year 1864 to fill an unexpired term as a member of the Board of Education of the City of Chicago. At the expiration of the term the position was again tendered to him, but peremptorily declined. He, however, accepted the place when it was again offered to him, and served through the years 1872-4, being president of the board during the last of those years. He was again named for reappointment, but refused the honor. He felt himself obliged to withdraw from an office in which he was continually charged with the most onerous duties; he being

placed on the chairmanship of all the most important committees during the whole time of his service.

During his term of office as superintendent, Mr. Wells compiled a history of the public-schools in Chicago, which was so accurate and comprehensive that succeeding writers have found themselves unable to improve upon it, except by adding to the account where he ceased to write it. The sketch was printed in the "Report of the Board of Education for the year 1857;" and its leading facts were subsequently incorporated into the histories of Chicago.

Mr. Wells was one of the leading spirits in the movement to establish a free public library in Chicago immediately after the great fire of 1871, and the gentlemen who formed the first board of directors largely availed themselves of his knowledge in the formulation of rules for its government and in the selection of its first officers. But it was not until the year 1882 that his peculiar fitness for the position was recognized by an invitation to take a place on the board of directors of the library. He accepted the offer, and held the place until the time of his death. During the whole term he was one of the most active of the members of the board, and never absent from its meetings until a short time previous to his decease.

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The following address was delivered by Mr. Wells, July 4, 1883, at Westfield, Mass., to the alumni of the Westfield State Normal School:

When Addison wrote his essays for the "Spectator," he prefixed to each of them a motto selected from some previous author. If I were to select a motto by way of introduction on this occasion, it would be from England's somber poet of the last century,—

"I've been so long remembered, I'm forgot."

And yet, if there are any two words that come to me today with greater force and beauty than any others, they

are, *I remember*. There are times when I love to wander back to childhood's hours and live over again those early days when the discipline of life had not taught me the lessons of commingled joy and sorrow that I have since learned. There are times when, starting from those bright and halcyon days, I love to roam along the pathway of life, culling only the choicest fruits and flowers, and binding them in one rich garland of delighted existence. *I remember; I remember*. Dear, sweet memory. Precious gift of heaven, that mocks at three score years and ten, and enables us to live, over and over, the selectest portions of our existence here, till the measure of a single life extends far beyond the normal allotment of patriarchal times. Southey's memory is said to have extended back to his third year; and I could name another whose memory at that age is distinct and clear. And is there nothing in our lives that reaches still farther back? In solving this problem, we do not need to call in the aid of the Chaldeans, and Egyptians, and Greeks, and Romans; of Plato, and Pythagoras, and Cicero, who found traces of memory reaching far back into a prior state of existence. Nor do we need to recall those charmed moments in our own lives when we catch glimpses of events that occurred in some far-off, ante-natal time, so distinct and real that even the voice of reason can not drive them away.

Call not the present that mysterious line which divides the past from the future. Call it rather a garden in which the sweetest flowers of past lives may be seen and enjoyed at will,—a garden in which we may bask in the joys and pleasures of an imaginary life that is yet to come. Nay, more. Say not that death is the end of life on earth. The great and the good of all ages are living still in the lives of those who have drunk in their spirit, and assimilated the vital elements of their existence. They *greatly live*, and will not cease to live in the lives of others, till time shall be no longer. This is the true and undisputed transmigration of souls, and here in very deed our lives

extend back far beyond the natal hour. In early life we live largely in the future. Later in life we live more in the past. I am sure I shall be pardoned if I say I am in a retrospective mood today. I remember, away back in the reign of Andrew Jackson, when Emerson Davis was teaching the Westfield Academy, and you were all wrapped in the shades of a preëxistent state, the son of a Connecticut farmer, something more than boy and something less than man, commenced his educational life by teaching a district school, at ten dollars a month, and "boarding 'round." He then looked forward with hopes and aspirations into a dark, uncertain future. Today he looks back through a period that records almost the entire history of educational progress in this country. Of all his coevals in the educational field I can now call to mind but two or three who still survive.

The pages of history are a rich inheritance, and the history of educational progress in the United States is a volume of which no teacher can afford to be in ignorance. I have thought it not inappropriate on this occasion that we should devote a portion of the time to a rapid review of the progress of education, and the establishment of normal schools. There are no richer or more enduring lessons of instruction and wisdom than the lessons of example, and if I can act as a medium of communication between my audience and the early apostles of education in this country, whose minds and hearts were all aglow with the spirit of improvement, our time will not be lost. It is not many months since I had occasion to speak of the history of education before a body of teachers in a distant State, and as I found myself carried directly back to my early New-England home, I felt for the time that I was a stranger in a strange land. In reviewing a portion of the same events today, I feel that "my foot is on my native heath, and my name is MacGregor." Dr. Franklin once expressed a regret that he was not born a century later. My own educational birth was in the midst of a



great educational revival, and I would not change the time.

In 1816, Dennison Olmstead, while a tutor in Yale College, delivered an oration on the state of education in Connecticut, in which he spoke particularly of the defects in school education and said the only remedy was a seminary for teachers.

In 1823, William Russell, then of New Haven, Conn., wrote a pamphlet entitled "Suggestions on Education," in which he advocated the establishment of a school for the training of teachers. In urging the importance of such an institution, Mr. Russell used this strong language: "The common schools for children are, in not a few instances, conducted by individuals who do not possess one of the qualifications of an instructor; and, in very many cases, there is barely knowledge enough to keep the teacher at a decent distance from his scholars." In the same year, 1823, the Rev. S. R. Hall opened a school at Concord, Vt., with a department for the special training of teachers. Two years later we come to the year of years in the history of normal schools—the year 1825. In that year, simultaneous, and yet independent, educational movements were made in four different States. Thomas H. Gallaudet of Hartford, Conn., published several articles on the importance of establishing seminaries for teachers; James G. Carter of Massachusetts, wrote similar articles in a Boston paper; and Walter R. Johnson of Pennsylvania, issued a pamphlet on the same subject, all in 1825; and in the same year, Gov. Clinton of New York recommended to the legislature of his State that some measures should be taken to provide for the education of teachers. This was a memorable epoch in the history of education in this country; but times were ripe for it. Carter had commenced his special efforts in this direction the previous year, and the friends of education everywhere felt that a better class of teachers was imperatively demanded.

From this time forward, the current of feeling on this subject gained strength and courage and hope. Russell's

*American Journal of Education*, published in Boston, did good service in the interest of normal schools, and the efforts of educators were seconded and sustained by the "North-American Review," and by other public journals. In 1827, the heart of Carter waxed bold, and he ventured to present a special memorial to the legislature of the State, asking that provision should be made for the establishment of a normal school. At this distance of time, fifty-six years, we can realize very little of the anxiety and suspense that hung upon that experiment. William B. Calhoun of Springfield, one of the strongest men in the senate, and a true friend of the measure, was chairman of the committee on education, and his committee reported in favor of the bill. Hope at once rose above fear, and the old Bay State seemed on the eve of inaugurating a glorious movement in the interest of educational progress. The struggle was warm and close,—ignorance and prejudice face to face with intelligence and educational reform. The measure was lost by a single vote, and time rolled back on itself ten years. Carter, disappointed and sad, now turned to the town of Lancaster, and secured an appropriation to aid him in the establishment of a seminary for teachers at that place. But public sentiment was not sufficiently advanced to sustain the enterprise. Opposition arose, and the support of the town was withdrawn. He then invested most of his own means in the institution, and continued it as a private seminary; but his labors were not appreciated, and the school languished and died. But though baffled in nearly every effort he made for the improvement of teachers, his courage and hope still remained firm as ever. Hall continued his labors at Concord, Vt., and gave several courses of lectures that were published in 1829, in a volume entitled "Lectures on School-Keeping."

The American Institute of Instruction, organized in 1830, was an embodiment of the best educational talent of the country, and one of its leading objects was the

improvement of teachers. The roll of its members is a roll of honor. There were assembled James G. Carter, Francis Wayland, S. R. Hall, George B. Emerson, Wm. B. Calhoun, Warren Colburn, Gideon F. Thayer, Henry K. Oliver, Ebenezer Bailey, Lowell Mason, Wm. Russell, Wm. C. Woodbridge, Walter R. Johnson, Caleb Cushing, Wm. A. Alcott, John Kingsbury, Benjamin Greenleaf, Jacob Abbott, and more than 300 others. The half-suppressed yearnings of previous years there found free expression in a meeting full of hope and promise, and in the establishment of an institute which has continued its annual meetings for more than half a century, till its volumes of lectures form of themselves a valuable educational library.

In 1830, the *American Journal of Education* was merged in the *Annals of Education*, in charge of Wm. C. Woodbridge, as firm a friend of normal schools as Russell had been before him. It was in 1850, also, that Mr. Hall organized the seminary for teachers at Andover. When I commenced my labors as a teacher, in 1831, Hall's "Lectures on School-Keeping" was the only educational work that I could obtain, and I had to send from Connecticut to Boston to obtain a copy of it. As I looked out from my little district-school, and conversed with other teachers, and sought for light and aid, there came back to me the names of Russell, and Gallaudet, and Carter, and Hall, and Woodbridge, and Johnson. I love to think of these pioneer reformers, as their names were borne on every educational wave when first I opened my eyes upon the educational world, and drank in my first educational inspirations. Attracted by the reputation of the Andover Seminary for Teachers, I went from Connecticut to Andover, to become a pupil under Mr. Hall, in 1834, and was afterward associated with him as a teacher in the same institution. Friend of teachers, and leader in the work of organizing schools for teachers. Not exactly great, as the world counts greatness, but always good, and doing good. His name deeply engraven in the

records of educational improvement for more than a generation.

*I remember.* I remember an experience in 1834 that has been to me an inspiration through all my life. In that year I had the privilege of attending the meetings of the American Institute of Instruction, in Boston, which opened to me a new world. I was lifted out of myself and brought into communion with the very men whose names I had so often heard, and whom in my young and unchecked imagination I had revered as a superior order of beings. William B. Calhoun of Springfield, was president of the Institute, but not able to be present, and James G. Carter was in the chair. Forty-nine years have since passed away, and yet such was my interest in those meetings that they still stand out before me with all the freshness of a present reality. I remember the words of wisdom that fell from the lips of the educators there assembled, and I remember the very faces and gestures of those who took part in the proceedings. I remember the plea of Dr. Lyman Beecher of Cincinnati, for teachers to be sent to the West; and when it was said that New England had no good teachers to spare, I well remember the more than ministerial somersault which he made as he replied, "I would that I could turn New England bottom up, and empty every teacher out into the West. It would rouse you to new efforts, and you would soon train up others still better to take their places."

I remember the gallantry of Gideon F. Thayer, and the very bend of his body and of his arm, as he gave his arm to the ladies who entered the door of the hall, and escorted them to seats (we seldom do this now). But I remember quite too much for an occasion like this, and I ask pardon for dwelling so long upon the incidents of this meeting. Time passed on; but the cause of normal instruction did not slumber. In 1837, just ten years after Carter had asked the legislature of the State for aid, and been denied, the American Institute of Instruction presented a similar

memorial, urging the importance of an appropriation for the advancement of education in the State. And now the times had changed. Carter, no longer a suppliant at the door of the legislature, was himself a member of that body, and chairman of the committee on education. Gov. Everett gave to the measure his support, and it was carried through successfully. The State Board of Education was established and Horace Mann was made its secretary. Carter was no longer a visionary schemer and advocate of impracticable theories, but the successful champion of a noble cause that had the confidence and support of men in high places. Private enterprise and well-directed philanthropy now came cheerfully forward to aid the State in the undertaking for which the friends of education had so long waited—the establishment of a normal school. Edmund Dwight of Boston, name ever memorable in the history of good works, made a donation of \$10,000, to be expended in qualifying teachers, on condition that the legislature would grant a similar sum for the same purpose. The grant was made, and normal schools were soon organized; at Lexington, now Framingham, in July, 1839; at Barre, now Westfield, in September, 1839; and at Bridgewater in 1840.

This successful establishment of normal schools, the first in the country, marks another important era in the history of education. Intelligence and philanthropy had gained a signal triumph over ignorance and prejudice. Fourteen years of earnest, persistent, anxious labor, in the face of obstacles that seemed almost insurmountable, from the great revival in 1825 to 1839, now brought forth fruit that sent gladness and fresh hope and strength to the friends of education in every State of the Union.

Those of you who have visited St. Paul's Cathedral in London, and asked for the monument of the architect, Sir Christopher Wren, have found the answer there inscribed, "Reader, look around you." The great pioneer laborers in the interests of normal schools have nearly all

passed away. Does any one ask if they still live; my answer is, Look around you here today. If the Westfield Normal School was not the first normal child of the State, she was the second, and only two months younger than her Framingham sister. If to the Roman all roads lead to Rome, to us, I am sure, all roads today lead to our dear Westfield Normal School. Her forty-four years of history are recorded in the character and lives of more than a generation of children and youth all over these central and western counties of the State, that have grown up to manhood and womanhood under the influences that have emanated from the halls of this institution. It is meet that we should pause today and recall some of the incidents connected with the early life of this child of hope and love. The name that first suggests itself as closely identified with the history of the school is that of the Hon. William G. Bates, Westfield's own honored citizen, and one of the early members of the State Board of Education. His manly form is still fresh in the memory of a large portion of this audience. He was deeply interested in the establishment of the present school system of the State.

At the opening of the Bridgewater Normal School, Mr. Bates gave the address, which was published in the "Common-School Journal." Let me quote a single passage from that address: "The pupils who shall carry from these walls those principles which enlightened wisdom can alone impart, are to enter, year by year, those ten thousand seminaries in which, day by day, are formed the hearts of the arbiters of this nation's destiny. They are to transfuse those principles into other minds. They are to multiply and extend those streams of improvement, which, proceeding from this fountain, are destined to increase as they roll, and to fertilize as they flow."

Mr. Bates was the one to whom, more than to any other, if not more than to all others, Westfield is indebted for her normal school. When subscriptions were made

to secure the location of the school here, the largest sums stood against the names of William G. Bates and Emerson Davis. When the time came for deciding the place, Mr. Bates received a message from Boston, saying the probabilities were that Westfield would not be chosen. Mr. Bates received this message in court, at the close of an exhausting day of labor, and the next morning found him in Boston; and Westfield gained the normal school. The second great effort was to secure a building; and here again, not only Mr. Bates, but Mrs. Bates also, engaged heartily in the undertaking, and their open house was headquarters for all the friends of education who were interested in the establishment of the school. At a later period, when Mr. Bates was a member of the State legislature, a young aspirant for notoriety indulged in some flippant remarks against normal schools, and was rebuked by Mr. Bates with such well-directed argument and ridicule that he retreated into the obscurity for which he was best fitted. All honor to the name of William G. Bates.

I pass now to the name of Emerson Davis, a worthy compeer of Mr. Bates, and one of the original members of the State Board of Education. I remember, in 1831, when I was teaching my little district-school, and Mr. Davis was principal of the Westfield Academy, I learned that outline maps had been prepared on cloth at his academy, for use in teaching geography, and I sent to Westfield and procured a set of them, and I remember the interest they excited among the teachers of the town, and of the surrounding towns. I wish I had them here to exhibit. Mr. Davis was born to lead, and he was a progressive educator from the first. In 1833, just fifty years ago, he published "The Teacher's Manual," which is the only American manual I can remember of so early a date, except Hall's "Lectures on School-Keeping." In 1839, the year in which this normal school was first opened at Barre, he published "The Teacher Taught," of which I hold a copy in my hand. Let me read a single passage

from this work; not the best, but one that may aid in relieving the tediousness of a prosy address. He is speaking of the importance of writing a plain and legible hand, and illustrates it as follows: "A clergyman in Massachusetts, more than a century ago, addressed a letter to the general court on some subject of interest that was under discussion. The clerk read the letter, in which was this remarkable sentence: 'I address you not as magistrates, but as Indian devils.' The clerk hesitated, and looked carefully, and said, 'Yes, he addressed you as Indian devils.' The wrath of the honorable body was aroused, they passed a vote of censure, and wrote to the reverend gentleman for an explanation; from which it appeared that he did not address them as magistrates, but as individuals." When the school was reopened at this place, in 1844, Mr. Davis consented to take temporary charge of it, and became its principal.

Applicants for both the academy and the normal school assembled in the academy and had devotional exercises together. Then pupils of the academy withdrew, leaving forty-nine applicants for admission to the normal school. Dr. Davis and Mr. Clough, his assistant, proceeded with the examination, and all were admitted. In 1847, Harvard College did honor to Mr. Davis and herself, by conferring on him the degree of Doctor of Divinity. In 1852, Dr. Davis published "The Half-Century," a valuable work of great research. He also published a sketch of Westfield, besides a large number of sermons, addresses, essays, etc., and left five MS. volumes of biographies of Congregational clergymen, which are now in the Congregational library in Boston. His faithful and successful labors as a pastor are well remembered, and his fame is in all the churches.

In 1846, thirty-seven years ago, the normal-school building was dedicated, and an able and appropriate address was delivered on that occasion by Dr. Heman Humphrey, a member of the State Board of Education.



Dr. Davis was succeeded by David S. Rowe, as principal of the school, of whom I have the pleasantest memories. As an able and faithful instructor, he needs no encomium from me. He was also a godly man, and I well remember the sweet savor of his christian influence, which was everywhere felt, as I entered upon my duties here in 1854. There was nothing of a sectarian spirit, for all religious sects were represented in the school, but an ever-present recognition of dependence upon Him who "teacheth as never man taught."

I remember well the anniversary meeting of that year, and the welcome we received from your respected townsman, Mr. Gillett, who made one of the handsomest and most enjoyable little speeches I ever heard.

Mr. Rowe's favorite motto, How? When? Why? was left as a legacy to the school; and I had observed that Father Pierce, of the West Newton Normal School, always closed the day with the words, "Live to the truth." In looking for a motto which my own pupils might also carry with them as a memento when they left the institution, I turned to the best of authors and selected the two words, *Doing good*. I have never had occasion to regret the choice.

*I remember.* But in my long educational life there are no two years that I remember with more satisfaction than the two I spent in this institution. I was peculiarly fortunate in having for my associate one of the best educators in the State, who is now the honored secretary of the State Board of Education. I remember when I was about to assume the charge of the school, I was invited, with Dr. Sears, to dine at the attractive home of George B. Emerson of Boston, one of the prominent members of the board; and I remember with much interest our after-dinner consultation on the interests of the school, and particularly on the question whether it was best to continue the practice of admitting both sexes, or to limit the admissions to one sex. When at last I was left free to

choose between the two plans, I said by all means give me both sexes; and whatever may be the experience of others, in my own experience I found the mutual influence of the two sexes always salutary. A better class of students, or students that manifested a more earnest and determined purpose to accomplish the greatest possible amount of good in the world, I have never seen.

I well remember the present principal of the school, both as student and as assistant instructor, and I remember that he always estimated himself at just about half of his real worth; and I remember when I had learned his ability and strength, I urged him more than once, or twice, or thrice, to cultivate self-confidence, and feel that he had an important work to accomplish in the field of education. His record tells the rest.

As I turn from this institution, I would like to dwell upon the lives and labors of other distinguished educators who have been closely identified with the history of normal schools and with the progress of education; but time will not permit. I will barely allude to a few of them. [The orator at this point paid brief, glowing tributes to the work and worth of Horace Mann, Geo. B. Emerson, Henry Barnard, David P. Page, Henry K. Oliver, Emma Willard, Miss Z. P. Grant, and John D. Philbrick.] I would like to call to mind a hundred other distinguished educators whose names adorn the records of this and other states; but I must not linger. As my personal relations to Russell, and Hall, and Davis, and Mann, and Emerson, and Page, and other choice spirits of a generation now passed away, come fresh before me today, I feel that I am a better man for the communion of soul that I was permitted to enjoy with them here, and for the impressions which that intercourse made upon my own mind and heart. With such influences breathing upon me, as ministering spirits, you will not think it strange that the impressions I seek to impart in this, our brief hour together, are those which flow from studying the lives and

characters of the men and women who have given life and character to our educational institutions. Well has Victoria's laureate said:

"I am a part of all that I have met."

I commenced this educational review with the great revival era of 1825; but we have a prior educational history commencing with the first landing of the Virginia colonists, a record that is without a parallel in the history of the world. Here too are lessons of rich instruction; but, unfortunately, no good educational history of the country has yet been written. The materials for such a history are scattered through many hundred educational addresses, and essays, and periodicals, but have never been brought together in a single work. Such a history is a desideratum. If time allowed, we might profitably recall the contributions that were made by members of the Church of England, under the auspices of James I., from 1618 to 1623, to aid the Virginia colonists in "the erecting of some churches and schools for the education of the children of those barbarians and those colonists," and in erecting a building for a college.

We might stop in 1634 at embryo New York, and visit the twelve-by-twelve school-house of Adam Rolandson, and hear him call his school together with a tin horn that could be heard throughout all the settlement. We might attend a public meeting in Boston in 1635, at which "it was generally agreed upon, that our brother Philemon Purpont shall be entreated to become school-master for the teaching and nourtering of children," with forty acres of land for an outfit. In 1642, we might listen to an order of the General Court of the Massachusetts-Bay Colony, enjoining upon the authorities the duty of seeing that every child should be educated; and in that order we might see the bright promise of our distinction as an educational State. We might visit the colonies at Hartford, Conn., in 1643, and witness the passing of a law

that "the town shall pay for the schooling of the poor, and for all deficiencies;" and in that law see the germ of our present free-school system. We might examine the Horn-book, the primer, and Dilworth's "New Guide to the English Tongue," which, with the Testament and Psalter, were the text-books chiefly used before the Revolution. We might learn a lesson in the art of alluring children to the paths of learning, from the imitation Horn-book of those ante-Revolution times, in which the letters of the alphabet were made of gingerbread and given to the children as a reward for learning their names; and which the poet Prior has described in rhyme:

"To Master John, the English maid  
A Horn-book gives of gingerbread;  
And, that the child may learn the better,  
As he can name, he eats the letter."

Coming this side of the Revolution, we might witness the success of Noah Webster in securing the introduction of his elementary books into the schools, and in crowding out those of Dilworth, Perry, and other English authors. If we desired a little relaxation, we might listen to a little anecdote from Webster's own lips, showing how the author of the speller was put down by an irreverent street-boy. As he relates the story, he had a brother residing in the State of New York, and made a journey on horseback to visit him. When he was within a short distance of his brother's home, he inquired of a boy on the street, where Mr. Webster lived. The boy gave him the direction, and wanted to know why he asked him. "He is my brother," said Mr. Webster. "Your brother!" asked the boy, doubtingly. "Yes," said Mr. Webster, "He is my brother." "You ain't the man what made the spelling-book, are you?" continued the boy. "Yes," said Mr. Webster, "I made the spelling-book." The boy took another look at him, and then replied: "O, pshaw; you can't fool me. That's a fish story."

We might learn a lesson in the treatment of teachers from the life of Master Tileston of Boston, who was usher before the Revolution, and afterward advanced to the position of master, an office which he held till 1823, when, at the age of 85, he was allowed a pension of \$600 a year, with the rank of master, and without a school.

But we have no more time for history. As we pause for reflection upon the sketch I have so imperfectly drawn, the first question that naturally presents itself is: why did the interest of the great awakening of 1825 appear to centre in the improvement of teachers; and why have the journals of education and educational associations all brought their labors to bear so directly upon the same object? And the answer is, that those who laid the foundations of our educational institutions wisely reasoned that the place to begin is at the foundation. The laws of intellectual growth are even now imperfectly understood. They underlie all great questions of educational improvement, and yet how little time do most teachers devote to a careful investigation of their nature and relations. I do not undervalue the improvements that have been made in educational science. But I can not divest myself of the feeling that there are certain underlying principles relating to the development of the faculties and powers with which we are endowed, that have never yet been fully reached and applied.

If we trace the history of educational reforms, we shall probably find that no one is entitled to greater credit for original improvements in educational methods than John Amos Comenius of the seventeenth century. He was a profound student of nature and a critical analyst of the human mind; and he took nature for his teacher and guide in the reforms which he introduced. He was far in advance of his time, and in many of his teachings fully abreast with our own time. The most distinguished reformer since the time of Comenius is Pestalozzi; but his methods are largely based upon the improvements intro-

duced by Comenius, and Rousseau, and Basedow, with a large infusion of "the enthusiasm of humanity."

The two great objects of intellectual education are the growth and discipline of the mind and the acquisition of knowledge. The highest and most important of these objects is mental growth and discipline. Am I wrong in saying that in nine cases out of ten, teachers agree to this statement in theory, and in nine cases out of ten shape their methods of instruction as if the acquisition of knowledge were the greatest end to be sought in school life?

The price of intellectual growth is intellectual effort. No one ever yet made intellectual progress without intellectual labor. However much we may regret that we do not live a century later, because we can not have the benefit of the improvements that are to be made during the next hundred years, of one thing we may rest assured, that intellectual eminence will be attained in the twentieth century just as it is in the nineteenth—by the *labor of the brain*. We are not to look for any new discovery or invention that shall supersede the necessity for *mental toil*; we are not to *desire* it. There are many impediments in the path of the pupil which it is the duty of the teacher to remove; but the teacher who aids his pupils in doing work which they are able to do for themselves, and adopts the theory that his duty requires him to make the tasks of his pupils as easy as possible, wars against the highest law of intellectual growth.

The records of scholarship that are kept in schools are almost always based upon *actual attainment*, which too often fails entirely of being a record of *intellectual progress*. Few of us have any just conception of the latent energies of our own minds. My teacher in intellectual philosophy at Andover, in 1834, was F. A. Barton, and I remember that he was accustomed to stimulate his class to effort by saying that he did not believe our average intellectual progress was more than half as great as we

were capable of making. This may be an extravagant statement, but I believe it has done more to rouse my own mind to effort than all the rest of his teaching together.

Where shall we look for a second Comenius, who will rise above the conventionalities of the time and work out for us an improved system of instruction, which shall embody all the real excellences of our present systems, and yet have for its underlying basis, and incorporated in all its methods as a paramount and vitalizing aim and object, the development and growth of mind and heart? Till such a system shall be perfected, let our aim always be in that direction,—growth of mind and character first and foremost;—the acquisition of knowledge essential, and always included, but always relatively subordinate.

Who can estimate the amazing responsibility that rests upon the teacher to whom is intrusted the care and moulding of a human soul? It is one of the marvels of this enlightened age that there should anywhere be found men of intelligence who still doubt the expediency of sustaining schools for the special training of teachers. There can be no truer statement than that of Sir William Hamilton, the prince of mental philosophers, that "Instruction is the most difficult of arts."

The teacher who has a clear conception of what constitutes the difference between the mind of a Newton or a Milton and the mind of an ordinary man has risen above the range of common minds. The profession is not crowded with such teachers. And where can we find a teacher who is competent to take the mind of the child Newton and so guide and direct in its development as to lay the foundation for the greatness that Newton attained. The teacher who can take the mind of *any child* and so mould and guide it that it shall rise as high in the scale of being as it is capable of rising, approaches as near to the creative power of Him who made the mind as it is possible for finite power ever to attain.

When weighed in the perfect scales of heaven, there is no higher or more responsible work on earth than that of the teacher; and if there is any work that requires special and thorough training above all other work, it is that of guiding and directing the minds of children and youth.

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The mortal remains of Mr. Wells were laid to rest January 24, 1885. A short service at the residence was conducted by Rev. F. A. Noble in the presence of the relatives and pall-bearers only. The reading of the Scriptures included the Twenty-third Psalm, with selections from St. Paul's Epistles to Timothy and the Corinthians. The public services were held at 11 o'clock, in the Union-Park Congregational Church, which was well filled in spite of the bitter weather. Among those present were the members of the Board of Education, of the Library Board, the Academy of Sciences, the Chicago Historical Society, the Astronomical Society, the Board of Life-Underwriters, Directors of the Washingtonian Home, and members of the Society for the Suppression of Vice, besides many of his fellow church-members and other personal friends.

The casket was of plain black cloth with silver mountings, and placed at its head was a pillow of flowers, with a wreath of immortelles. On a table in front of the altar was a floral Bible, made of white lilies; one page bore the name "W. H. Wells" and the other the word "Finis," both wrought in purple immortelles. The pall-bearers were J. Young Scammon, Jacob Beidler, Thomas Dent, James M. Horton, A. A. Sprague, George W. Hale, Ira J. Mason, and Elias Colbert.

The services were opened with prayer by Rev. Dr. Noble, after which the choir sang "Nearer, my God, to Thee." Dr. Noble then introduced Prof. F. W. Fisk, of the Chicago Theological Seminary, who had known the



deceased from his boyhood, as the man who could best speak of the earlier life of their departed friend. Prof. Fisk delivered the following address:

It is an ancient saying that no man can be pronounced happy till the day of his death. Only he who has come to the end of life, with a heart loyal to God and devoted to the best interests of his fellow-men, can be truly called happy. Only one man has ever walked this earth who, at life's close, as he looked back over it, could truly say to his Heavenly Father, "I have glorified Thee on the earth, *having accomplished the work* which Thou hast given me to do." Compared with this perfect life, the lives of the best of us are sadly incomplete and fragmentary. This no one would be more ready to acknowledge in his own case than the honored and dear friend whose loss we mourn today. And yet, as we look back upon his life, through the many years in which some of us have known him, we bless God that by His grace bestowed upon him he filled a life of three score years and ten to the full with gentle deeds and sweet charities.

My acquaintance with Mr. Wells began, when a boy, I became a student in the English department of Phillips Academy, at Andover, Mass., in which, having completed his course of study, he was then an assistant-teacher. I vividly recall the tall, spare young man, of nervous manner, quick tread, and enthusiastic devotion to his work, who became my instructor in English grammar. So able and faithful did he prove himself as teacher, that he was in due time promoted to the position of principal of the English department of the institution, which office he filled for several years with great acceptance. He had already become so well known and honored as a scholar and educator that, in 1845, the board of trustees of Dartmouth College conferred upon him the degree of Master of Arts. This eminence in his profession brought him invitations to other fields of labor, and, in 1848, he became principal of the Putnam Free School, at Newbury-

port, Mass., which position he filled six years with great acceptance, meanwhile writing often for educational periodicals, giving courses of lectures on various subjects of education, and assisting in the organization of The Teachers' Association of Massachusetts, of which he was for two years the president. His reputation had now become such that, in 1854, he was called by the Massachusetts State Board of Education to take charge of the State normal school at Westfield, where he found ample scope for his rare abilities as instructor in the art of teaching.

But Providence had destined him for a still wider sphere of usefulness, and, in 1856, he accepted the position of superintendent of the public schools of Chicago. He came to this office in the maturity of his powers, and entered upon his work with the enthusiasm of youth and the wisdom gained by large experience. Most cordially was he welcomed by the citizens, and great as were their anticipations respecting him, they were not disappointed. He reorganized the schools, introduced into them the "graded course" of instruction, and, in the eight years of his superintendency, brought them up to a high standard of scholarship and efficiency. Most untiring was he in his efforts to make the public schools of our city all that they should be, and his abundant labors for them were most successful.

For the last twenty years, Mr. Wells, though having weighty business responsibilities, has found time to give to the press works on English grammar and numerous articles on educational subjects, and, at the time of his decease, was preparing a work on the history of the grammars of the English language. He was also deeply interested in whatever concerned the weal of our City and State—a citizen of large public spirit, and one whose ability, wisdom, and integrity were appreciated by our citizens. For some years he was a member of our State Board of Education; was president of the Board of Edu-

cation of our city; was a member of the Chicago Historical Society; of the Board of the Chicago Public Library; was vice-president of the Chicago Astronomical Society; was on the Board of Trustees of the Chicago Hospital for Women and Children; was a member of the Chicago Academy of Sciences; and also of the Young Men's Christian Association. Indeed, few of our citizens took an active part in as many of our city organizations as he, or rendered in them all as efficient service. The presence here today of so many members and officers of these several boards bears witness to their high appreciation both of the services and of the character of the honored dead.

All these responsibilities and duties, Mr. Wells discharged, not only as a citizen having at heart the welfare of his fellow-men, but as a man *loyal to God*. He was an earnest, consistent christian, whose great aim in life was the faithful performance of duty, both to *God* and to *Man*. He was not *demonstrative* in the expression of his religious views and feelings, but a christian of decided convictions, whose life was under the control of religious principle.

For some months past he seemed to be failing in health, until he became convinced that he was near his end. In one of my calls upon him a few weeks ago, he told me frankly and calmly the nature of his disease and his critical condition, but added that he was ready *to go whenever* the Master should call. He did not fear death, yet he would like to live long enough to finish some things in hand. And when the summons came he was ready, and had nothing to do but to lie down and breathe his last, his life going out so gently that it was gone ere surrounding friends were aware.

"So fades a summer-cloud away;  
So sinks the gale when storms are o'er;  
So gently shuts the eye of day;  
So dies a wave along the shore."

Life's labor done, and *well done*, our dear friend has doubtless entered into the joy of his Lord.

At the conclusion of the address, the congregation was invited to join the choir in singing the favorite hymn of Mr. Wells—"Jesus, lover of my soul," after which Dr. Noble spoke at some length of his intercourse with the deceased, and especially of his last visit, which was only a few days previous to his death. Mr. Wells had been in failing health for a long time, and, when his pastor called upon him, spoke freely of the approaching end. He said he knew he was nearing the grave, but death had no terrors for him. He expected it, and was prepared to meet it. He did not look upon death as most people did, but regarded it as simply passing from one room to another in his Father's mansion.

Rev. Dr. A. E. Kittredge followed with a few remarks befitting the solemnity of the occasion. He said he had not seldom attended scenes such as the present, and hence was able to recognize not a few of the faces in the congregation of mourners over the death of Mr. Wells, having seen them at the funerals of Chicago's great men. It was not, however, the technically great men—those who are great in this or that particular circle—whose loss was felt most severely, but the good men who were the strength and sinew of the city. It was not as a member of the Board of Education, or as a business man, that he mourned the death of his friend, but as one who was great in all those grand qualities that go to make up a noble life. Mr. Wells was one of the first men the speaker had known in the city, and had been to him ever since the model of a christian business man. As far back as his boyhood he had given his heart to Christ, and from that time to the day of his death, the deepest of religious convictions had governed his every action. What the deceased had been in his home-circle was known to many of those present. His life before his children was his life before the world.

After singing by the choir, Dr. Noble pronounced the benediction, and the congregation passed around by the altar to take a last look at the features of their departed friend. The remains were then laid to rest at Rosehill Cemetery.

The following is an extract from the sermon of Rev. Dr. Kittredge, delivered in his church (Third Presbyterian, Chicago) the Sabbath next succeeding the funeral:

There's another from our city just entered into rest, and only yesterday his cold form lay in the casket before this pulpit, and tear-wet eyes gazed upon the silent face of William Harvey Wells. For a quarter of a century he has been associated with, I can truly say, every great interest of our city; he has given the culture and power of his thought to every cause which looked to the uplifting of the masses and the moral strength of our community, and, though physically feeble and constitutionally retiring, his life has enriched every other life it touched, and his influence, as compared with that of our noisy political demagogues, has been like a deep and quiet river compared with a shallow and muddy brook. But when you seek for the secret of this man's moulding and purifying influence, through these long years of our city's rapid development, you find it in that purity of character, that sturdiness of moral principle, that unselfish love, which were the fruits of his simple but immovable faith in Christ, and his clear, joyful hope of a glorious immortality. He walked with God, and so his words and acts shed the fragrance of a divine royalty. He lived as seeing Him who is invisible, as a servant hastening to give up an account of his stewardship, as a citizen of heaven, and therefore desiring to increase its citizenship, and because he was ready to die, he was ready to live nobly and well. So near did he live to the Master, that his great sorrow was his unlikeness to him, and though even to those who knew him the best he seemed

Christ-like, he said but a few days before he fell asleep: "I have been thinking of what it must be to be perfectly holy; not to have one thought or desire of sin;" and with this longing, one of his favorite hymns was: "What must it be to be there?" It is characters like these who are the world's great men. Not the man who can by military skill hurl battalions upon the enemy, until he has brought the world to his feet, like Alexander; not he who can rule empires, like the Cæsars; not he who, by disciplined thought, solves difficult problems in science or philosophy, and becomes illustrious as a scholar; but the man of a rounded Christian character, who moves through the world scattering blessings on every side, sanctifying society at every point that he touches it, leaving a community purer and stronger in morals because he has lived within its bounds, and whose influence, a silent but mighty force, never dies. You have gazed, perhaps, upon those mountains in Switzerland, whose sides are carpeted with the richest foliage, but whose snowy peaks piercing the clouds, are bathed in the golden sunlight, and your soul has been suffused with the beauty and grandeur of the scene; but a good man, whose life is fruitful in kindness and love, and whose soul, piercing through the clouds of sense, has caught the glory of the world beyond, is the noblest and most beautiful picture on earth,—like the cedar of Lebanon in moral strength, like the olive in fruitfulness, and like both the cedar and the olive, that grow downward and upward, as his roots grow downward into the soil of faith, the branches grow skyward, and even pierce the starry firmament.

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The death of Mr. Wells was recognized by the press of the city as that of "A mighty man in Israel." All of the daily papers gave, in their next issues, a sketch of his life, comprising such of the leading facts in his career as could be gathered by the writers on the spur of the mo-

ment. It is not necessary to reproduce these sketches, as to do so would be to repeat over and over again statements that are substantially identical, and are produced in other form in these pages. But we may say that all, without exception, bore witness to the high estimate placed by the community upon his services in the cause of education, and in the many other ways in which he had been identified with the progress of the city during his long residence within its boundaries, and testified to the general sorrow felt at his loss. We append a few extracts:

The Chicago *Tribune* said:

Such was the integrity and energy of his character, that positions of trust and honor were continually crowding upon him, and there are few public educational or charitable institutions in Chicago which have not at some time or other numbered him among their directors.

The Chicago *Times* said:

His death removes from the community a man whose life's aim was the promotion of the highest and purest interests of his fellow-men. He was at all times an earnest and conscientious worker, and accomplished much in the cause of popular education in this city.

The Chicago *Evening Journal* said:

The death of Mr. Wells removes from the community a man whose life was dedicated to the promotion of the highest interests of his fellow-men. He was an earnest and assiduous laborer in the cause of popular education, and in all the relations of life was true, high-minded, energetic, and sincere. There has hardly been a movement for many years in Chicago, in the direction of educational progress or charitable work, that he has not had a hand in shaping or forwarding.

The Chicago *Herald* said:

In his death the city loses an earnest advocate of the cause of popular education. He came to Chicago in 1856

to assume the superintendency of the public schools. This office he held for eight years, and he discharged the duties of it with such zeal and ability as to win encomiums from all classes of citizens.

The Chicago *Advance* said:

Under his administration the educational system was placed upon a new and advanced foundation by the improvements and changes which he introduced. It was distinguished for eminent ability and practical success. He was always and everywhere, in both public and private relations, a man of strict honor and Christian integrity.

From the *Intelligencer* of Chicago, Feb. 1st, 1885:

By the older educators of the country Mr. Wells was widely known as one of the foremost educational men in our land. To a later but narrower circle he was known and honored in quite another capacity, as the wise, public-spirited townsman and business man; and in his death on the 21st ult., Chicago lost one of her old and most highly-esteemed citizens.

Up to the end of his life he was associated with all the more prominent and important associations of the city which have for their object the promotion of its welfare. Few men have as broad and warm sympathy for their fellows as Mr. Wells had. Besides his interest in local works, he was an ardent friend of the cause of foreign missions. In fact, as was remarked at his funeral, it would be hard to name a philanthropic project which did not command his coöperation to a greater or less extent.

As a scholar, he took particular interest in astronomy and the English language. Our readers know of some of his more recent contributions in the history of dictionary-making, and in review of the great dictionary now building under the direction of Dr. Murray. English grammar was a subject of absorbing interest to him from his early days, and he published several works upon it,



the sales of one or two exceeding 275,000 copies. His library possessed a copy of [nearly] every English grammar that has ever been published, a fact in which he took peculiar satisfaction. When his end came he was engaged upon a history of English grammar. Probably no man living had the ability and facilities for such a work to be compared to those of Mr. Wells; and it is a source of deep regret that he was not permitted to complete the work. As the combined result of his philanthropic impulses and of his full knowledge of English speech, he was a strong advocate of reforming English spelling, and did what he could to promote the movement.

In his own words, to him death was but the passage from one room to another in his Father's house. At last he passed away suddenly, even unawares to his family.

Such in brief is the record of an exceptionally full, well-rounded, Christian life of more than threescore years and ten.

From the *Dial* of Chicago, February, 1885:

The death of William Harvey Wells, which occurred in Chicago, January 21, at the age of seventy-two, removed a veteran scholar and author, distinguished especially for his practical work in the cause of education. As superintendent of schools in Chicago, from 1856 to 1864, he introduced and perfected the graded system, and later he held the important office of president of the board of education, and was one of the directors of the Chicago Public Library. He was the author of the familiar "Wells Grammar," and his tastes leading him especially to this branch of study, he had made a collection of early grammars and dictionaries that was among the most extensive known. Mr. Wells assisted in the great work of revising Webster's Dictionary for the unabridged edition, and his services received honorable recognition in the earlier prefaces. He was an authority in such matters, and his contributions to the *Dial*, of

which the last appeared in April, 1884, consisted chiefly of reviews of the three or four great dictionaries that have appeared in the past few years. He was an old correspondent of Dr. Murray, the president of the English Philological Society, and other leading philologists.

[Mr. Wells was a member of the English Philological Society, and his collection of about 1500 grammars is undoubtedly the largest in the world.]

From the "Journal of Education" of Boston, Jan. 29, 1885:

The news of the sudden death at Chicago, on Wednesday, Jan. 21, of William Harvey Wells, will sadden many hearts who during his active labors in the cause of public education, East and West, enjoyed his companionship, and were aided by his wise and helpful teachings and noble example. He was a natural teacher, and his early manhood was spent in his chosen profession. Very few of the noble band of educators of that day live to weep at the grave of Mr. Wells. Of that notable body were Thomas Sherwin, S. S. Green, Gideon F. Thayer, Barras Sears, Louis Agassiz, Cyrus Pierce, Oliver Carlton, Benjamin Greenleaf, and many others who have closed their labors on earth. Charles Northend, Elbridge Smith, George A. Walton, Joshua Bates, Ariel Parish, B. F. Tweed, John D. Philbrick, J. P. Cowles, and a few others of that group of educational pioneers still live to cherish the memory of their friends and co-laborer, Mr. Wells.

\* \* \* \* He was an industrious writer on educational subjects, contributing to various educational journals to the close of his life, and was the author of the graded course of instruction, now quite generally in use.

"Tis held that sorrow makes us wise,  
Whatever *wisdom* sleep with thee."

The same journal, in their issue of Feb. 12, 1885, published the following sketch:

It was in the spring of '48, if I remember rightly, that Mr. Wells became the first principal of the Putnam Free School in Newburyport, Mass. This was a privately-endowed institution, designed to afford to all youth of both sexes an advanced English education. It was left to Mr. Wells to inaugurate and shape this school, which opened with forty pupils of each sex, selected by competitive examination from three times that number of applicants from the best preparatory institutions of the town and vicinity, including many from Boston and other cities. It was a field for organizing and creative energy of a high order, and was filled with distinguished ability by Mr. Wells, who loved to speak of that first class as one of shining talents; it was a darling of his early enthusiasm, and thoroughly magnetized by his zeal; into the life of its every member he projected his high ideals and fervent aims, and they have endured through a generation of grateful remembrance. He aroused the most effectual *esprit de corps*, and I venture to affirm that the mutual ardor which he inspired in the cause of learning and character have so survived that at this day a genuine feeling of fellowship binds the hearts of those members as with links of steel. He never forgot their individual characteristics, and when I met him in Chicago last summer, after a lapse of thirty years, he recalled many a point of my own record which I had forgotten, and repeated to me, with something of his old fire, a verse of a little hymn I wrote at the age of fifteen, when I was the youngest member of the school. No wonder those whom he instructed so well cherish in their deepest hearts the memory of his life and love.

I am glad to say, as a tribute to his power as a teacher, that a large proportion of that class confirmed his generous confidence, and their names as authors, teachers, and scientists shine as gems in his crown. I believe this success was largely owing to the inspiration of that confidence and to the moral and intellectual stimulus of his example

and training. In every direction in which his mind reached out he communicated magnetic fervor. He made his scholars feel life to be a cheery *business*; there was no room in his theory for drift and dalliance, but with precise and systematic habits and methods of work he taught us to achieve success. I have had somewhat to do since that day with educational men and methods and school administration, but I have never seen a man who combined the organizing ability, administrative faculty, and the personal influence for character with such earnest and philosophical method, both intellectual and moral, as did Mr. Wells as I remember him in that school. He was a young man, punctilious in his manner, kind as well as earnest in his dealings with the pupil, most respectful in his bearing to both young men and young women, never without a degree of ceremony in his intercourse with them, which, as I have often thought, preserved the finest relations between him and them, and which, instead of preventing, was most favorable to the high influence he was constantly exerting upon their manners and character. I was one of that class for a few years, and I never remember Mr. Wells as other than the high-strung and sensitive man of honor and noble breeding before his pupils, or as bringing to bear upon them any other than the purest and most exalted motives and aims. All his pupils loved and revered him; he was never ridiculed; he was never disobeyed; he stirred everyone to noble action, to resolute endeavor, to immortal ambitions. He was always true, always in earnest, always meant character. His prayers, his short and earnest exhortations, his private conferences, his personal appeals, were most searching and effectual. He taught his pupils how to live so as that they might say at last: "Thou, Lord, gavest me ten talents; behold I have made them ten more." Yes; he inculcated without offence, in all his relations with his scholars, the precepts of the Christian religion, now so out of date in our school education. He was a master-builder of character.

Aside from this great accomplishment, which was supreme, he was a most clear and vigorous intellectual instructor. He imparted the burning desire to master the subject we took hold of; to perceive clearly, to reason correctly, to discover for ourselves, to experiment, to believe in the result of our own mental efforts, to stand by our intellectual convictions, to be sanguine of success, to try for the most difficult attainment—we learned in every lesson he taught us. We were enthusiasts in every branch of study directed by him. The laboratory and the telescope opened endless fields of investigation, into which we went how eagerly at his call! Grammar was a pastime, and the clouds never gathered about it in his hands. Composition was an exciting romance. Who will ever forget the exhilaration of the extemporaneous composition exercises, when the whole school rushed into the arena of original expression with the ardor of Roman athletes? Harriet Prescott (Spofford) of course always took the first prizes, but others came in not far behind. In logic and mathematics, astronomy and physics, we went buoyantly through a course, then equivalent to a collegiate one, under his stimulating and illuminating guidance. I do not believe any man ever taught those branches to more purpose, or with more enjoyment to his classes.

As for discipline, it was so radical and vital in its methods that we were unconscious of it. If any ripple of unnecessary disturbance threatened, that quick, nervous glance of the eye, and the short, monitory cough were sufficient to restore attention at once. The only measure generally noticeable to which I remember his resorting was the order given to a mischievous boy to accompany him from room to room, inasmuch as he couldn't control himself without the oversight of the master; so for a few weeks a roguish-eyed boy followed Mr. Wells' quick movements automatically from room to room, to the suppressed diversion of the girls, and was cured of his failing. The discipline was unconscious and masterly.

Mr. Wells invariably addressed his pupils as "young gentlemen" and "young ladies," whether in school or out, at recess or in session. There was no insincerity or lack of respect toward any girl, whatever her degree of social position or innate refinement; his treatment of her was unfailingly loyal to her sex. He could not bear the most distant approach to looseness of manner or feeling, and every fibre of his nature vibrated to a refined courtesy.

He had a most felicitous and delicate appreciation of words and tact of utterance, and could put into the nicest form a suggestion which another would have handled clumsily or brutally. His perception of shades of expression, both in taste and morals, was artistic. His ringing words, the nervous movement of his person, the condensed fire of his glance, his crisp and telling precepts, often pressed home, moulded the hearts and lives of his grateful pupils. Such influences can never become inoperative or forgotten, nor can those whose lives have been in a great measure formed by their undying impulse ever cease to feel a heart-thrill at the mention of his beloved and honored name.

LOUISA PARSONS (STONE) HOPKINS.

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A special meeting of the Board of Education was held in the afternoon of January 23, to take action on the death of Mr. Wells. The president James R. Doolittle, Jr., Esq., occupied the chair, and the attendance was a very large one, an invitation having been extended to all former members of the Board.

Among those present were Hon. John Wentworth, J. Young Scammon, Rev. Wm. H. Ryder, Joseph S. Dennis, John C. Richberg, David Walsh, William H. King, Luther Stone, Henry T. Steele, John Forsythe, Thomas Wilce, Lester L. Bond, Ernest Prussing, Emanuel Frankenthal, James Frake, Wm. H. English, A. C. Bartlett, Elbridge G. Keith, Dr. John C. Burroughs, and Chalkley J. Ham-

bleton, ex-members, and Adolph Kraus, Allen C. Story, James R. Doolittle, Jr., John W. Garvey, Conrad L. Niehoff, Frank Winter, P. Conlan, and Daniel Corkery of the present Board.

In calling the meeting to order, President Doolittle referred to the great loss which the cause of education had sustained in the death of Mr. Wells, who was a member of the Board, superintendent of schools, and a man well known on account of his long connection with the educational history of Chicago.

Mr. Kraus moved that the chair appoint a committee of five to draft suitable resolutions, and that in selecting the committee ex-members of the Board as well as present members be chosen. The president appointed Messrs. Kraus and Story of the Board, and J. Young Scammon, John Wentworth, and William H. King, ex-members. While the committee was out, President Doolittle said it would be appropriate, if anyone were present who desired, to make remarks on the life and character of Mr. Wells. C. L. Niehoff moved that Dr. Ryder be requested to address the meeting. The doctor said that his acquaintance with Mr. Wells commenced in 1860. He was aware of his distinguished reputation as an educator in Boston, and when Mr. Wells came here he sought his acquaintance. He was on the board for three years while the deceased was superintendent of schools. Mr. Wells was at that time laboring on the graded system. He considered him to have been one of our most estimable citizens, and well fitted for an educator. In all his relations he was not only kind and gentlemanly, but honorable and honest. There was nothing in his character deceptive or equivocal, and he could but regret that Providence should have taken him from among the citizens of Chicago, who owed to him their gratitude and praise.

J. S. Dennis said while he knew Mr. Wells on the Board he impressed him as one of the fairest men he had met. He was always courteous and generous, whether he

differed or agreed with his associates. He found him very instructive, and he felt that few men had as much weight upon the Board, or more wisely guided its opinions. He felt honored in a continuance of his acquaintance, and the speaker was weighed down with sorrow in the knowledge that one who had served the cause of education so well should have been taken away.

The following communication was received from Dr. Norman Bridge, a former member of the Board:

Hon. J. R. DOOLITTLE, Jr., President Board of Education:

*My Dear Sir:*—I greatly regret my inability to be present this afternoon at the meeting of members and ex-members of the Board to pay their respects to the memory of the late Mr. W. H. Wells.

Nothing could be more fitting than such a meeting for such a purpose.

Mr. Wells lived nearly a generation in our midst. He was often and much before the public eye; he served the community in several important relations, in each of which the force of his good sense and high character was felt forcefully for the public good, and he has died without leaving the record of an act or a word that can cause his friends a regret.

While he served the Public Library last and to its great benefit and the lasting credit of himself and the people, his work in the department of public instruction must stand as his greater work. Commencing as superintendent of schools before most of us became citizens of Chicago, and ending as a member of the Board of Education, to which he gave some years of honest and arduous work, a part of the time as its president, he has left a record in this work, as well as in the purity and uprightness of his life, that any citizen might be glad to make and proud to leave behind him. May the memory of such a life lead us all to better citizenship and high aims.

Let me join your meeting in the action it may take.

Most respectfully,                      NORMAN BRIDGE.



The committee on their return offered the following minute and resolutions:

IN MEMORIAM.—WILLIAM HARVEY WELLS.

The Board of Education of the city of Chicago called together, with former members of the Board, to make some suitable expression of respect for the memory of its deceased associate, the late William Harvey Wells, orders that the following minute be placed upon its records:

In no spirit of mere formality, but with a deep sense of personal sorrow as well as of the great loss to the cause of education and the public welfare, this Board in recording the death of William Harvey Wells, at his home in this city on the 21st inst., unites with ex-members present at this meeting in the expression of profound respect for his character and grateful appreciation of his work, especially in the cause of education in this city. \* \* \* \*

Mr. Wells was elected as superintendent, and entering at once upon the work, continued in that position until impaired health led to his resignation in 1864. His connection with the school system of the city marked an era in its history. Before him, it is true, public opinion had not been indifferent to the interests of education, and public-spirited citizens had, from an early period in the history of the city, done what was then possible to organize schools and foster the spirit of education among the people. Under Mr. Wells, however, what had before been crude and provisional was brought to thorough organization and efficiency. It is not too much to say that his work was the foundation of whatever is best and most permanent in our present educational system, and so well did he do his work that those who have followed him have found little else necessary than to build on the foundations which he laid. It is a matter of history that the first systematized graded course of study arranged for primary and grammar schools was that prepared by Mr. Wells for the Chicago schools in 1861, the effect of which was not

confined to the city, but extended throughout the Northwest.

It is evidence of the public sense of his value as a counsellor and guide in educational interests that at three different times after the close of his superintendency he was chosen as a member of the Board of Education, and for one term as its president.

It would, however, be injustice to Mr. Wells to limit his public services to his educational work. On the contrary, he held the broadest view of his responsibilities and duties as a citizen, and we believe we express the unanimous judgment of his fellow-citizens in saying that during his nearly thirty years in this community, Mr. Wells has uniformly stood for whatever is best in the character and progress of the city; and that by his public services, and still more by his pure and upright personal character, he has deserved, as he will receive, the gratitude and lasting honor of his fellow-citizens.

The Board of Directors of the Dearborn Observatory, of which he was one of the founders; the Board of the Public Library, of which, for a number of years and up to the time of his death, he was an efficient member; the church, always the sphere of his best activities; and many organizations for charity and public improvement, of which he was the promoter, were only some of the channels through which he sought to serve the cause of humanity, morality, and religion.

*Resolved*, That, as a token of respect to Mr. Wells, this Board and former members present at this meeting will attend his funeral in a body.

*Resolved*, That the clerk of the Board be directed to forward to Mrs. Wells and her family a copy of this minute, with assurances of the sincere condolence of the Board in their bereavement.

Remarks upon the minute and resolutions were made by ex-members, W. H. King, John Wentworth, W. H. Ryder, L. L. Bond, E. G. Keith, E. Prussing, L. Stone, and W. J. English.

The minute and resolution were adopted unanimously.

Mr. Scammon then read a paper on Mr. Wells, in which he said that he was thoroughly conscientious and Christian-like. He was not only a learned man in the theories of education, but from grammatical work to a study of the heavens he was in every respect thorough and complete.

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A meeting of Directors of the Chicago Public Library was held in the afternoon of January 23, to take action on the death of Mr. Wells. Upon the table in the Directors' room lay a beautiful floral offering, fashioned to represent an open book, and composed of tuberoses, camellias, and other flowers, while in the centre of the pages had been inserted in immortelles the inscription: "W. H. W.; Finis." The offering was made by the employes and officers of the institution. The following expression of esteem was unanimously adopted:

The Board of the Public Library of Chicago, in special meeting assembled, taking official notice of the demise of one of its most honored members, Hon. William H. Wells, desire to record their unfeigned sorrow at his sudden departure from the scene of his earthly duties and labors. Before his entry into this Board the deceased bore the reputation of an accomplished scholar and an earnest laborer in that most important of institutions, the public school. His fame as an educator and author was not confined to this locality, but extended wherever the public-school system prevails. Coming to this Board with these acknowledged accomplishments, his entry among us was hailed as an assurance that his well-gathered experience in educational matters and devotion to books and their contents would redound to the benefit of this institution. His connection with the committee on administration, and library and finance committees, respectively, well showed his high sense of duty, his appreciation of justice, and an

unflagging attention to public duties under the most trying circumstances consequent upon his physical ailment.

When last he met with us at our meeting he bore the evident mark of an accelerating disease, yet he participated with the same lively interest in the work of the Board, which had a peculiar charm and interest for him. His love for books seemed a solace to his vigorous mind, and bore him evident satisfaction in the hours of pain and trouble. His uniform urbanity and kindness of heart, expressed in every official and private act, move us in recording our warm affection for his memory. As a mark of respect for the dead it is resolved by the Board of Public Library of Chicago that its members and executive officers accompany his funeral as an official body; that the library be closed during the hours of his funeral; that his seat be draped in mourning for thirty days; and that a copy of this memorial be spread upon our records and be transmitted to the family of the deceased by the secretary of this Board.

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A special meeting of the Life-Underwriter's Association of Chicago convened Jan. 23d, to take suitable action with reference to the death of William H. Wells, first and only president of the association, the vice-president, Gen. A. L. Chetlain, presiding, and Mr. Charles H. Ferguson, acting as secretary.

Gen. Chetlain, after stating the object for which the association was assembled and warmly eulogizing the deceased, invited remarks from others, whereupon Messrs. Curran of the Equitable Life; Felch of the State Mutual; Mitchell of New-York Life; Stearns of the Connecticut Mutual; Poulson of the Massachusetts Mutual, and Davis of the Connecticut General responded feelingly, giving expression to their sense of the high character of Mr. Wells, and to the deep regret which they, in common with others, felt for the loss of so good a man and so honorable a member of the life-insurance fraternity.

After this expression, Gen. A. L. Chetlain, Mr. C. P. Felch, and Mr. John K. Stearns were appointed a committee to prepare and present memorial resolutions expressive of the unqualified respect of the association for the deceased. The committee reported the following preamble and resolutions, which were unanimously adopted:

WHEREAS, We have learned, with deep sorrow, of the sudden death of William H. Wells, for many years president of this association, and recognize, in this sad event, the hand of an all-wise, though inscrutable, Providence; and,

Whereas, In the death of Mr. Wells, the Life Association of Chicago has lost an able presiding officer, a sagacious counselor, and an every way most estimable member; and,

Whereas, The city of Chicago has been deprived of one of its wisest and best citizens, and the educational interests of the country of one of its most valued laborers; and,

Whereas, The church to which he belonged has been bereft of an efficient and ever-faithful officer, and the family, of which he was the centre, of a tender and affectionate father; therefore, be it

*Resolved*, That as citizens and friends of the deceased, while we are profoundly grateful for the long life, the varied and inestimable services, the unblemished Christian character, and bright example of our friend, we deeply mourn his death, and tender to the stricken family our heartfelt sympathy in this hour of bereavement; and be it

*Resolved*, That these resolutions be placed upon the records of this Association, and that copies be sent to the daily papers and to the family of the deceased.

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A meeting of the directors and officers of the Chicago Astronomical Society was held Jan. 28, 1885, the president, Dr. Hosmer A. Johnson, in the chair. The following minute in regard to Mr. Wells was unanimously adopted:

His long life, so full of usefulness in almost unnumbered ways, was especially valuable to our society and its work. He participated in the first movement to found an astronomical observatory in this city, and, while others were prompt in responding to the appeal for pecuniary aid, it was his good judgment that corrected and guided their "zeal . . . not according to knowledge." But for him, the money contributed would have been expended for the purchase and mounting of an instrument not worthy to be compared with the one that was subsequently chosen.

From that time on, his wise and prudent counsels were always ready when wanted, but never offered without being asked for. They were of the greatest value during the few years succeeding the great fire and the panic, when the demon of contention threatened to destroy what poverty had left alone. As a student of astronomy in his youth, and later as a lecturer on the science, he had obtained a rare insight into the needs of such an institution, and his best efforts were given to it, without care for credit, much less a wish for pecuniary reward. In his death the society has lost one of its best friends, as its members have been separated from one whose long association with them leaves only golden memories without a tinge of baser metal.

The memorial was spoken to, in the order named, by Prof. Colbert, Treasurer H. C. Ranney, President Johnson, Secretary C. H. S. Mixer, Hon. Charles G. Wicker, and Prof. G. W. Hough. The first speaker gave a brief historical sketch of the connection of Mr. Wells with the society, and dwelt with special emphasis on the great service he had rendered in preventing them from being misled at the inception of the movement. A copy of the above action was suitably engrossed by the secretary and presented to Mrs. Wells. Also a committee waited upon her with a request for a portrait of the deceased to be framed and placed in the Dearborn Observatory, if the result of the pending suit against the University were not adverse to the Astronomical Society.

A meeting of the Chicago Academy of Sciences was held March 10, 1885, L. B. Otis, Esq., in the chair. Hon. William Bross and Prof. Colbert were appointed a committee to prepare suitable resolutions on the death of Mr. Wells. They reported the following, which were unanimously adopted:

The Chicago Academy of Sciences is called upon to mourn the demise of its late vice-president, William Harvey Wells.

By his death the academy has lost a distinguished member, one whose labors had achieved for him a high place as a worker for the advancement of the science of astronomy, of elementary education, of philology, and the not less noble science of philanthropy. Identified with Chicago for very nearly thirty years, he saw the city develop from the phase of childhood to that of the adult growth of today, and was privileged to shape and direct, to a very important extent, the mental part of that development.

*Resolved*, That this expression of esteem for his memory be spread upon the records of the academy, and that a properly certified copy thereof be furnished to his afflicted widow.

The following paper was presented by Prof. Colbert:

The path which our departed friend traveled while among us is an enduring one. It may be true that even those of us who are privileged to make the greatest impressions upon the race and most influence its thought and action only leave "footprints on the sands of time." But some of those footprints are preserved in the slowly-formed rock through the lapse of untold centuries, and reveal to the people of a later age previously unopened pages in the great book of knowledge which lies upon the bosom of our common mother—Earth. It is not too much to say that he has left his imprints rather upon plastic clay than on the treacherous sand, and that it has

already entered upon the phase of solidification which will preserve them into the far distant future more perfectly than if they were now graven deep in marble. His efforts in the direction of educating the masses up to the point where they can understand and appreciate scientific truth when properly presented, and in aiding more directly, though not more beneficially, the work of original investigation, should endear him in the memory of the scientific world, as his Christian work and his efforts to reform fallen humanity have enshrined him in the hearts of his fellow church-members and associate philanthropists. Only those who were privileged to know him closely could form anything like a correct estimate of his untiring industry, his wide range of information, and the sterling conscientiousness that led him to regard accuracy as equally important in little things and in great ones. Whether working for the children proper or for those of larger growth, whether teaching the mere alphabet of the language or maturing plans for extending the area of scientific research, he was equally at home with the subject, equally earnest in the work, equally and entirely single-minded in regard to the end to be attained; and that end a benefit, not to himself, but to others.

I think I never met a man who obtruded himself less into his dealings with others, who was more candid in everything except in the telling of secrets not his own, or who was more willing to yield his personal preferences, and at the same time as firm and steadfast in his adherence to what he believed to be the right where the matter at issue involved a principle. In the latter case he was unyielding as a rock.

How grandly such a character and career as his stand out in contrast with those of many whom the world has called great! \* \* \* The aims and efforts of our departed friend were worthy of a messenger from the higher spheres. Indeed, the death of such a man is enough to suggest to the most stubborn materialist the possibility of



a hereafter. It needs very little of faith to see his pathway among us yet shining with a lambent light, and, like a moonbeam on the still waters, stretching away into the distance till it seems to end among the stars, where we may catch a glimpse of the golden portals through which his spirit has vanished in its flight toward the bosom of the Infinit. Let me say that I can not but regard the career of such a man as William H. Wells as furnishing the strongest known scientific argument in favor of the persistence of the individuality after death—at least for those who have proved themselves the fittest to survive. It is closely con-sé-quent on the now widely-accepted doctrine of material evolution. We may even find its suggestion in the geological fact that here and there a material form is preserved intact through thousands of centuries, while all around it is ground to dust or reduced to mud, which afterward goes to form other specialties of existence.

However much we may differ with regard to the value of that simile, there is one point in which we shall all agree. The most perfect day in the history of a human life is one in which the individual is permitted to labor at tasks agreeable to himself, with results that are useful to others and hurtful to none—to finish the hard work in time to enjoy a substantial evening of more leisurely mental occupation before retiring to rest—to sit awhile in the easy chair of contentment while the evening shades are falling, calmly reviewing the events of the day, discovering few mistakes, and those minor ones—noting how here and there he has helped a less fortunate brother to bear his burden more easily, and seeing cause to believe that the work achieved is a substantial item in the aggregation of toil that produces a result of great value to the world. So with that span of earthly existence of which the day is at once an integral part and a copy in miniature. And, most emphatically, the life of Mr. Wells is represented by such a day, with a soft twilight preceding and letting descend

gently the pall of darkness that now hides the man from our vision, though his work remains a living epistle to be known and read by all men.

Gov. Bross addressed the Academy briefly. His remarks were not written out until after the meeting, but he spoke substantially as follows:

"I can say little more than that I heartily concur in the statements in the paper read by Prof. Colbert. I have known Mr. Wells, the late vice-president of this Academy, from the date of his coming to the city; most of the time, I can say, quite intimately, till we have been forced to part with him in this life forever. No man on the list of my acquaintances ever fulfilled all the duties of friend, citizen, and Christian gentleman with greater courtesy and kindness than did William H. Wells. He was a man whom society, and our educational and scientific institutions could ill afford to spare. And yet his work was done, and done well; and we know that his reward is sure. Blessings be upon his memory."

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MRS. WILLIAM H. WELLS AND FAMILY:—We, the undersigned, teachers in the public schools of Chicago during the superintendency of William H. Wells, desire to express to you our heartfelt sympathy in your bereavement, our affection for him as a friend and co-worker, and our high appreciation of him as a public officer and a pure-minded, honest man.

We well remember when he first came to Chicago to commence his labors with us, his kindly greetings and warm friendship, his words of cheer, his intense zeal and enthusiasm, early impressed us with admiration of him as a leader in educational work.

We have many pleasant memories of his kind words and acts in times of trouble and difficulties.

Chicago owes to Mr. Wells a debt of gratitude.

Our public-school system was organized and perfected in a great degree by his thorough encyclopedic knowledge of everything pertaining to the development of schools and by his tireless energy.

Thousands of our people are wiser and purer for his life and services among us.

While we can not mourn his loss as those of his own household, yet he has presented to us many noble and inspiring examples and dear and cherished memories.

GEORGE E. ADAMS,	WILLARD WOODARD,
GEORGE D. BROOMELL,	GEORGE HOWLAND,
B. D. SLOCUM,	ALBERT G. LANE,
F. S. HEYWOOD,	E. C. DELANO,
ALICE L. BARNARD,	J. SLOCUM,
ELSIE H. GOULD,	A. N. MERRIMAN,
MARIA L. W. WALSH,	A. H. VAN ZWOLL,
HELEN A. BUTLER,	HELEN CULVER,
ANNIE HENNICOTT CULVER	Mrs. J. G. SMYTHE,
CHARLES F. BABCOCK,	O. BLACKMAN,
ELLEN CHAPIN BROOMELL,	JULIA G. VERNON,
ANN E. WINCHELL,	ANNIE E. TRIMINGHAM,
CARRIE M. EDWARDS,	ELLEN J. BAKER,
NAOMI DOUGALL,	EMMA HOOKE,
ELIZA LUNDEGREEN,	HELEN N. SLOCUM,
CLARA P. MAHONEY,	MARY WATERMAN LEWIS.
JOHN F. EBERHART,	

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The following was adopted at a meeting of the Washingtonian Association, held Jan. 11, 1886:

During the past year one of our most zealous, active, and useful members has been removed by death—our friend and brother, Hon. William H. Wells. He had indeed passed the limit of threescore years and ten, and death came not unforewarned, but to us who honored and loved him, none the less unwelcome. It came while he

was still useful in many ways, in society, in church, in business, and in the special cause in which we are engaged.

It is fitting that we place on record this estimation of a good man, and that we declare that we have lost an earnest worker in the cause of temperance, a wise and experienced adviser, a faithful officer of the Home for many years, and a citizen always ready for any good word and work.

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The following are extracts from letters received by Mrs. W. after Mr. Wells had passed away:

From Rev. H. B. Holmes, St. Louis, Mo.:

It is an unusual Providence that removes husband and son in the same year; still more unusual that *such* a husband and son are found in any house.

My acquaintance with your son was slight, but sufficient to justify a mother's ardent love and hope, for he was fitted by talents and attainments for eminent usefulness. Mr. Wells I knew more intimately and for many years. He was a *true* friend, never saying one thing and meaning another. He was a *kind* friend; everyone dependent on him would bear witness here. He was a very *wise* friend; he seemed intuitively to understand what the case demanded; and he was a friend whose truth, and kindness, and wisdom extended to every department of life. Literature, science, business, religion—he was at home in them all, and thus he proved himself one whose counsel and aid were so much sought after and so highly valued, and whose judgment and wisdom exerted a very decided influence in every department of life.

To part with such an one was no common sorrow; to *have* such an one to part with was no common privilege.

From Rev. Henry C. Graves, Haverhill, Mass.:

My heart has been with you every moment since the

sad news came. How I loved him! I was proud of him, and always found him a most appreciative, affectionate, thoughtful friend. Much of my own human support is gone with his departure.

It is a rash thing for me to attempt to say one word that will give you comfort, when no human word can be the potent Christ-word, "Come forth." That, in the hour when sense of loss overwhelms, is the only word of comfort and peace. But I venture to say to you that what he was, and what he is, and what he ever will be, is source of inspiration and blessing. It is rare to find a life more complete than his; the memory of it is precious; that can not fail; to have been is to be and to abide forever; immortality becomes a reality the moment our beloved are out of sight. We know they *are* because they have been. His was a full-rounded life, and well fitted for a better world; his well-developed spirit had outgrown this earth's limitations; it was meet and gracious in the Lord of life and glory to take him whom he had fitted for himself into closer fellowship. I mourn him not who is at rest beside the Father's throne, and in the company of the *well beloved*. His busy searchings now will find rich answers to many unsolved doubts, and he will find in grandest range all possibilities of thought and hope.

But how can all this be for you, so long with him, now apart?

From Prof. Edward A. Peck, Andover:

I am pained to learn of the death of Mr. Wells. He was a man of remarkable gifts and of sound principles. I have been much interested in the obituary notices which you sent me. I gave them to the editor of the *Lawrence American*, who will make a suitable notice of them in his paper. I have also sent these to my son in Gloversville, N.Y., who was a particular friend of Mr. W.

From Prof. J. P. Cowles, Ipswich:

You can not doubt that I share in the universal sorrow which you, more than any other, must feel in the stroke which has taken from your side a dear and honored husband. I have read the sympathetic testimonials which you have sent us, of which, high as they are, no one can say they are too high. Nothing is there exaggerated. I knew his great mental activity, his ready absorption in every great educational enterprise, his eminent practical wisdom, and uncommon facility of labor. He was a friend, lovely and admirable; a scholar, apt and delightful to meet; a gentleman of accomplished manners, of honor untarnished, and which no one could think ever would be tarnished. Great is your loss, indeed. I sympathize with you, and congratulate you that you have children to share it, each a memento of much that was dear in him.

From Mrs. E. C. Cowles, Ipswich:

The notices are as satisfactory as you could expect. They fall short of what he was. He was beyond the comprehension of many men of business; he had nothing in common with their peculiar genius; his heart and mind were set on other things. Money was nothing to him but as a means of advancing education, and education nothing but a means of lifting his fellow-beings to loftier heights. With him religion and education blended. It seems strange to me he could be so willing to go, he seems to me so young! I have never seen him since time touched him. He was a rare man. I feel a full sense of what both you and yours and the world have lost in such a husband, father, and friend.

From Charles Hutchins, 1 Somerset St., Boston:

I love to think of the early days of Mr. Wells so full of words so helpful to all young men. For more than forty years I have known and sincerely loved Mr. Wells. I

sorrow with you at the loss here, and rejoice also with you at the certainty of meeting him again,

From Rufus C. Hartranft, 1429 Market St., Philadelphia, editor "Happy Hours at Home":

I am greatly surprised to hear of Mr. Wells' death. He was a dear, good man, and I will remember him with a tender memory. He was kind to me when I needed kindness most.

From a pupil:

I had already heard of your great bereavement, and know full well through what deep waters you are now passing. The memory of one who did so much for us all, who were under his care, can never fade as long as one of his pupils exists. He came among us daily, bright, fresh, and invigorating, rousing us to greater energy and higher hope.

From a pupil:

He can never be dead to me, for all my life, since he became my teacher, has been directed and moulded by the moral influence and intellectual stimulus which I received from him. It can never become inoperative or I ungrateful. I have never seen his equal as an instructor, nor have I ever known so masterly a builder of character. Thousands of grateful hearts will kindle with reawakened love and reverence at the mention of his name.

His high example remains, and the soul that inspired it awaits us in nobler spheres. Why should we mourn? Such activity as his can never cease; and yet to his children, his wife, and his home circle, the event is an inevitable bereavement, and your hearts, as his was, were already sore with a heavy stroke. I offer you my heartfelt sympathy. He was a tender father I know; I have seen him weep for two sons, and I know how closely he was bound to his own.

Prof. E. C. Hewitt, president of the Illinois State Normal University, wrote as follows:

Hon. W. H. Wells was one of the original members of the Illinois State Board of Education—the duty of said Board being to act as trustees for this Institution. He, with thirteen other gentlemen, was named in the Act creating the Institution, passed in February, 1857.

He served on the Board for many years—twelve, I think—and had much to do in laying the foundations of our work here and in giving it shape. Prudent, faithful, and wise in matters of education, his services were of great value, and they are thankfully remembered by his co-workers and associates.

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A memorial paper on the life and work of Mr. Wells was read by Prof. James Hannan at Springfield, Illinois, Dec. 29, 1885, before the State Teachers' Association. It comprised a biographical sketch preceding the following remarks:

On the Wednesday evening of Holiday week three years ago, in the opening sentences of an address to this association, in this city, in speaking of himself, Mr. Wells said: "Fifty-one years ago, the son of a New-England farmer, something more than boy and something less than man, commenced his educational life teaching a district school. \* \* \* Tonight he looks back over a period that records almost the entire history of educational progress in this country."

These sentences, at once humorous and pathetic in connection with the very meagre outline of his life which has been given, enable us to realize in some measure what he did for himself, and to perceive dimly how closely he was connected with that progress which he so clearly saw and so hopefully appreciated. On this topic and in this presence, analysis and eulogy are alike unnecessary.



Mr. Wells came to Chicago at a critical time in the history of its schools. The Board of Education was wise enough to apprehend to some extent the wondrous destiny of the young city, and it would have her schools worthy of that destiny. After a careful survey of the field, a call was extended to Mr. Wells to come and take up the work. It was a happy choice. The districting of the city was perfected; the high-school was organized; the great principle of the division of labor was applied to the school work with a practical and effective wisdom that not only accomplished magnificent results, but made the accomplishment of still more magnificent results inevitable.

Like all earnest and intelligent students of the educational problem, he had seen that the first imperative necessity was a supply of competent teachers. Accordingly, coincident with the establishment of the high-school, there was organized a normal department for the preparation of teachers. Thus was set in motion, in a prompt and intelligent way, machinery containing all the essential elements of a perfect school-system. The schools were graded. The high school, as an inspirer and a goal for pupils in all the grades below, was firmly and permanently established. The normal school began to turn out annually a picked class of teachers, formally and carefully prepared for the special work to be done in the city schools. New and improved school buildings rose on every hand. All the school virtues grew day by day. The proportion of the school population in attendance perceptibly and notably increased. Regularity and punctuality became phenomenal. Deportment and scholarship approached more and more near to perfection. The scheme of organization led gradually to increased and more skilful supervision. Meantime the population was increasing in an unprecedented ratio. During his term of office, the daily membership of the schools rose from nearly 4000 to 12,000. Thus, in the midst of enor-

mous material demands, all these vital pedagogical facts were accomplished. And the constant adviser and guide, and, in an important sense, provider of all was the unostentatious and always modest superintendent.

In accomplishing these things, he never forsook his manliness, nor merited the slightest impeachment of his veracity; he never descended to intrigue; he never invoked the passions of the partisan, and was never willing to base educational work on that most capricious and insecure foundation. He was frank and honest in his statements of plans and of the needs and requirements of the schools, and if he sometimes failed to secure them all he took what he could get, made the best of it, and bided his time.

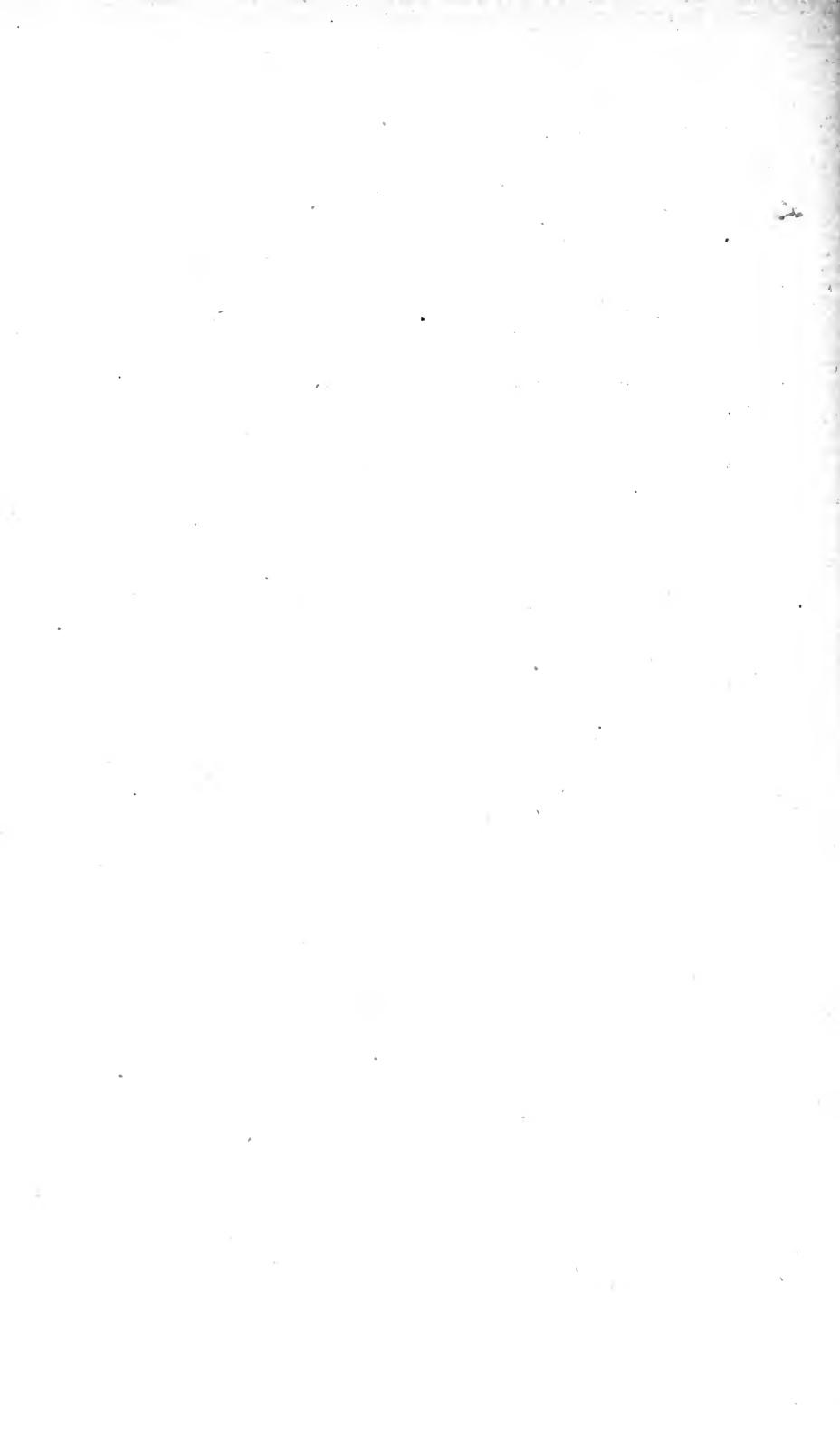
More than most men, ready, willing, nay, anxious to yield to others in non-essential and merely personal matters, he was firm as a rock in matters of principle. Rarely endowed with the faculty of seeing all sides of a question or of a character, he was most charitable toward the views of others, chary of individual rights, and was tender toward even prejudices.

These characteristics were notable also in his later official life. He was ever a harmonizer—a peace-maker—a promoter and provider of wise and far-reaching agencies for the uplifting and upbuilding of the intellect and character of the youth of Chicago. Thus his last important official work was the successful accomplishment of measures to bring the Public Library into more intimate relations with the pupils of the public schools as such.

Such a life and such a career are fruitful subjects of contemplation. The principles and training that developed such a character are worthy of respect and imitation. Fellow-teachers, we do well to pause in our work and, reverently, to offer homage to his memory!

The *National Educator*, in its issue of Jan. 15, 1886, gave a short sketch of the preceding paper, and added:

"Prof. E. C. Hewitt, of State Normal University, spoke feelingly of the dead educator, tracing a busy life from infancy up to ripe age and death. Short remarks were made by Prof. Thomas Metcalf and Dr. Robert Allyn, both intimate associates of Mr. Wells through many years of his active life. The life of Mr. Wells is certainly an example. At an age when most men quit the pursuits of active life he was beginning a new career, and with an ardent enthusiasm that would have shamed most young men."



## DICTIONARIES.

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THE May and October, 1883, and April, 1884, numbers of "The Dial," contain three articles from the pen of Mr. Wells on the general subject of dictionaries, which attracted very wide attention. They deservedly rank among the very best of the contributions which have been made to the bibliography of this important topic, and it is believed that justice to his memory demands their reproduction in this volume. A few paragraphs, which are only of passing interest have been omitted:

### THE IMPERIAL DICTIONARY, AND DICTIONARY-MAKING.

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The linguist Scaliger, who was not particularly distinguished for piety, is said to have thanked God devoutly that of his infinite goodness he had endowed some men with a special gift for dictionary-making; and the editor of "The Saturday Review," London, has allowed his fancy to say, that in a more enlightened age the making of dictionaries will be assigned to convicts. But the ability to discriminate nice and exact shades of meaning in the use of words, and to daguerreotype these distinctions in happily-worded definitions, is a gift exceedingly rare; and the skill to discern all the different shades of sound that are employed in speaking, and to represent them by visible signs for the guidance of others, is an attainment that has never yet been reached. If there is any just ground for Carlyle's idea of genius, "transcendent capacity of taking trouble," then should the names of Bailey, and Johnson, and Webster, and Worcester, and Ogilvie, be ranked with those of the poets, and historians, and novelists, and scientists, whom we delight to honor.

The original edition of the Imperial Dictionary was based on the Dictionary of Dr. Webster, and published in 1850; but Dr. Ogilvie introduced many important modifications and added a large amount of new matter. The present edition is so greatly changed that it is substantially a new work.

The American reprint, by The Century Company of New York, is a verbatim copy of the English edition; but the preface is marred by omitting that portion which acknowledges the aid derived from Webster. This does injustice to the editor, who inserted it, and does a great wrong to Dr. Webster, whose aid should have been distinctly recognized.

The work has been ably edited by Charles Annandale, whose labors have been largely those of an original author and compiler. The vocabulary has been enlarged by the introduction of additional words belonging to technology and the arts and sciences, words employed by early English writers, Scotch words, and colloquialisms, and by adding many thousand illustrative quotations. The encyclopædic method of treatment has been carried to a much greater extent than in the previous edition, and the etymological portion of the work has been entirely remodelled.

*Pictorial Illustrations.*—There are large classes of words that are better defined by pictorial illustrations than by written descriptions. The first dawning of this auxiliary method of defining words that I have been able to find, is in the dictionary of Thomas Blount, 1656, in which three simple cuts are introduced to illustrate certain parts of an escutcheon. In 1690, John Locke discussed the requisites of a dictionary in his "Essay on the Human Understanding," and proposed that "words standing for things which are known and distinguished by their outward shapes, should be expressed by little draughts and prints made of them." In 1707, a dictionary was published anonymously which contained over fifty cuts illustrating different words that relate to heraldry. The first general

introduction of cuts was in the second volume of Bailey's Dictionary, 1726, which contained over five hundred pictorial illustrations. It is remarkable that an auxiliary method of defining, so valuable and important, should have been successfully introduced by Bailey at that early date, and then allowed to pass into disuse for more than a hundred years. During all this period, the only examples that I can find are copper-plate illustrations of mathematical terms in Martin's Dictionary, 1749, and nineteen full-page engravings in Barlow's Dictionary, 1772.

The Imperial Dictionary revived the pictorial method and introduced over two thousand illustrative cuts. In 1859, the publishers of Webster's Dictionary adopted the same method, and copied a large portion of the illustrations found in Ogilvie, for which due credit was given. In later editions of Webster, new and original illustrations have been employed, and the number has been greatly increased. In the new edition of the Imperial, the pictorial illustrations have also been extended and improved.

*Definitions.*—The most important practical use of a dictionary is in consulting its definitions, and the first inquiry in relation to the merits of a new dictionary is naturally directed to this point. The definitions of Ogilvie are largely copied from those of Webster; but it is also true that a large portion of Webster's definitions are copied, either directly or in a modified form, from those of previous authors. In deciding how far Webster is entitled to the credit of Ogilvie's definitions, it is necessary to ascertain how far the definitions found in both works are also found in works that preceded both.

In tracing the definitions of a number of words through one hundred and thirty different English dictionaries, from 1616 to 1883, I have been surprised to find how small a portion of the whole number of authors have furnished the capital which has served for themselves and all the rest. Let us take, for example, the word *abstruse*, and compare a sufficient number of definitions to illustrate this point.

*Bullokar, 1616*: "Hidden, secret, not easy to be understood."

This definition is copied verbatim by Cockeram, 1623, and is the basis of nearly all the definitions given to this word during the next hundred years. The only authors entitled to credit for additions and improvements during this period, so far as I can discover, are Blount, 1656, Phillips (nephew of Milton), 1658, and Kersey, 1708.

The appearance of Bailey's Dictionary, in 1721, marks an important era in English lexicography.

*Bailey, folio edition, 1730*: "Obscure, dark, not easy to be understood, deep, hidden, or far removed from the common apprehensions or ways of conceiving."

*Dyche, 2d ed., 1737*: "Difficult, dark, obscure, not easy to be understood."

Martin, 1749, added a considerable number of useful definitions, and Dr. Johnson's celebrated dictionary soon followed.

*Johnson, 1755*: "1. Hidden. 2. Difficult, remote from conception or apprehension. It is opposed to *obvious* and *easy*."

During the next seventy-three years, from Johnson to Webster, many additions and some improvements were introduced by Fenning, 1761, Barlow, 1772, Ash, 1775, and a few other authors.

*Todd's Johnson, 1818*: "1. Hidden, remote from view. 2. Difficult, remote from conception or apprehension, (opposed to *obvious* and *easy*.)"

*Webster, 1879*: "1. Concealed or hidden. 2. Remote from apprehension; difficult to be comprehended or understood."

*Worcester, 1881*: "Remote from conception, apprehension, or view; difficult to be comprehended or understood; obscure; not plain."

*Imperial Dictionary, 1882*: "1. Withdrawn from view; out of the way; concealed. 2. Remote from apprehension; difficult to be comprehended or understood; profound; opposed to what is obvious."



I have here copied definitions of the word *abstruse* from only five different authors that preceded Webster, but they suffice to show that Webster, and Worcester, and Ogilvie, are all largely indebted to their predecessors, and that the main features of Bullokar's definition, which was written more than two and a-half centuries ago, are still retained. Other examples would show different relative degrees of originality, but the same general dependence of recent authors upon the labors of those who have gone before them.

A careful review of the whole field justifies the following statement: Bailey stands out conspicuous as the author of a large number of clear, concise, and well-written definitions. Johnson added many new and original definitions, often heavily worded, but discriminating different shades of meaning with accuracy and exactness. Worcester was distinguished for great industry and sound practical judgment in selecting and originating definitions that are adapted to meet the wants of all classes. He had a happy faculty of modifying and improving the definitions which he adopted from his predecessors. Webster came into the world with a special mission to construct definitions, and he now ranks as the best definer that has yet appeared on either side of the Atlantic. The definitions of Webster have been largely extended and improved by the editorial labors of Goodrich and Porter, and the definitions of Worcester have also received some improvements since his death. Standing on the shoulders of all these authors, and with the rich fruits of their labors at command, Ogilvie and Annandale have made a fresh survey of the whole field, drawn largely from the definitions of Webster, Johnson, and others, and added many valuable improvements of their own.

*Pronunciation.*—There is no other part of dictionary work that so imperatively demands reform as that of pronunciation, and I regret to find that the influence of the Imperial, in its improved form will be rather to perpetuate

the errors of preceding works than to correct them. Dr. Webster, in his quarto dictionary, published in 1828, says:

"From all the observations I have been able to make, I am convinced that the dictionaries and grammars which have been used in our seminaries of learning, for the last forty or fifty years, are so incorrect and imperfect that they have introduced or sanctioned more errors than they have amended."

This is an exaggerated statement, but it emphasizes an important truth, that false teaching in a dictionary does incalculable harm to those who follow its direction. It is stated in the preface to the Imperial that "the pronounciation has been inserted throughout according to the best usage," but it can be easily shown that the pronounciation of very many words has been given according to Walker and against the best usage. The notation of the Imperial recognizes only four sounds of *a*, and yet there is not a reputable speaker in England or America who does not in the use of *a* make more than four distinctions of sound that are palpable to the ear.

B. H. Smart, one of the most accurate and reliable of British orthoepists, who devoted much time to the study of London pronounciation, says the exact sound of *a* in the class of words represented by *grass*, *graft*, *plant*, *command*, in every instance, lies between the broad sound of *a* in *ah*, and the short sound in *man*. Fulton and Knight gave a separate sound to *a* in this class of words as early as 1802, and both Webster and Worcester recognize it as a distinct sound. Anyone who has a cultivated ear can easily detect a difference between this sound and that of short *a* by pronouncing in rapid succession the words *man*, *cap*, *mat*, *glass*, *graft*, giving to *a* in *glass* and *graft* the same sound as in the preceding words.

Walker himself admits that the sound of *a* in *glass*, *last*, etc., is intermediate between *a* in *ah* and *a* in *at*, or, as he expresses it, "this pronounciation of *a* seems to have been for some years advancing to the short sound of this let-

ter;" but, he adds, "any middle sound ought to be dis-  
countenanced."

Walker had a strong prejudice against the use of intermediate sounds, and so had the lord of the beach against the encroachment of the tide, but the world went right on using these sounds, notwithstanding Walker's efforts to hold them at bay. Such was the influence of Walker's name that Smart still marked *grass*, *ask*, etc., with the short sound of *a*, notwithstanding his statement that this is not the true sound; and the Imperial also follows Walker and marks these words with the short sound of *a*.

So also of *o* in the class of words represented by *lost*, *cloth*, *scoff*, *frost*, *gone*, to which the Imperial Dictionary gives the sound of *o* in *not*. Smart rightly says this sound is intermediate between *a* in *aw* and *o* in *not*; and yet, with the same inconsistency as before, marks these words with the short sound of *o*. The inaccuracy of this pronunciation will be manifest to anyone who will utter the words *on*, *lot*, *not*, *lost*, *gone*, giving to *o* in *lost* and *gone* the same sound as in the other words.

I am aware that in the treatment of this sound, the dictionaries of Webster and Worcester in this country are open to the same criticism as the Imperial. Worcester marks it in most words as either *o* in *not* or *a* in *aw*, giving the authorities for each of the sounds. As the true sound is not either of the two, but intermediate between them, this is about the same as representing the number *three* by a choice between *two* and *four*.

Webster, in his Principles of Pronunciation, correctly describes this sound of *o* as follows: "There is a medium sound of this letter which is neither so short as in *not*, nor so long as in *naught*." And yet in his notation of these words he invariably gives them either the sound of *o* in *not*, or of *a* in *aw*. How an author or editor who has any just sense of his responsibility as an educator can justify himself in teaching by his notation that *o* in this class of words has the sound of *o* in *not*, and yet state in the intro-

duction to the same work that it is not the sound of *o* in *not*, but is intermediate between *o* in *not* and *a* in *aw*, is past comprehension. This inconsistency is somewhat relieved in his larger dictionaries by a reference from the different words to this modifying statement, but in the Primary and Common-School Dictionaries this statement is withheld and the pupils are left to understand that *o* in *lost* is pronounced the same as *o* in *not*. So Pythagoras taught openly to the world that the earth is the centre of our system; but to his chosen disciples he taught that the sun is the central body.

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#### ENCYCLOPÆDIC DICTIONARIES.

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A dictionary proper is a work that explains the meaning of words. An encyclopædia is a work that gives information on the whole circle of human knowledge. An encyclopædic dictionary is both in one.

In patriarchal times, when the lives of men extended into the centuries, and the literary accumulations of the world bore some relation to the capacity of the human mind, the curriculum of the student might be undertaken with a degree of satisfaction; but human life is now reduced to much narrower limits, and the stores of literature and science have increased a thousand fold. More, the Platonist, said he was obliged to cut his way through a crowd of thoughts as through a forest. The reader who enters a modern library can do no more than this.

Old books accumulate and new ones multiply, and most of them must of necessity pass out of use. But there are gems of thought in them and vital points of information that the world can not afford to let die. Encyclopædias are therefore a necessity of the times. It is the office of the encyclopædia to glean and preserve, in condensed form, the most valuable knowledge that is contained in all the books of all the ages.

The encyclopædic element in dictionaries has a history that is worth reviewing. The largest and most complete of all our early defining dictionaries is that of John Minshew, fol., London, 1617. It is a dictionary of English words, with definitions mostly in English and Latin, and a laborious attempt to fix the derivation of words. It is decidedly encyclopædic in its character, giving proper names of persons, places, etc. In the second edition, 1625, twenty-six lines are devoted to the word *Littleton*, nine to *Cæsar*, thirteen to *Barnabas*, sixteen to *England*, and fifty-six to *forrest*. The account of *day*, with its sub-headings, is carried through two hundred lines. In the definitions and illustrations of law terms, it is specially full. Seventy-nine lines are given to the word *fee*, twenty-eight to *plea*, sixty-two to *bailie*, and thirty-three to *exchequer*.

The dictionaries of Bullokar, 1616; Cockeram, 1623, and Blount, 1656, contain only the "hard words" of the language. The dictionary of Edward Phillips, 1658, is encyclopædic, and contains pretty full descriptions of words relating to biography, history, geography, mythology, etc. In the sixth edition of this work, 1706, "it was judged expedient to leave out all abstracts of the lives of eminent persons, poetical fictions, geographical descriptions of places," etc.

Most of the dictionaries that were published between 1658 and 1727 furnish more or less general information. The second volume of Bailey's Dictionary, 1727, and Martin's Dictionary, 1749, are more encyclopædic in their cast than any that preceded them. Dr. Johnson's celebrated dictionary appeared in 1755. This work is held closely within the limits of a dictionary proper, and matters of information that do not aid in defining and illustrating the meaning of words are rejected. Of the dictionaries that appeared between 1755 and 1850, those of Wm. Rider, 1759, Marchant, 1760, Fenning, 1761, Barlow, 1772, Barclay, 1774, Ash, 1775, Marriott, 1780, and Craig, 1849,

are in a large degree encyclopædic; but most of the others do not attempt to furnish general information.

Ogilvie's Imperial Dictionary, which was published in 1850, made still further encroachments upon encyclopædic ground; and the new edition of the Imperial Dictionary, by Annandale, has added more encyclopædic matter to the first edition, by Ogilvie, than Ogilvie added to the dictionaries of his predecessors. Such are the antecedents of Hunter's Encyclopædic Dictionary. Emboldened by the popularity and success of past efforts, and impressed with the belief that still farther progress is demanded, the author and his associates have explored the whole range of human knowledge, and incorporated in their work a condensed encyclopædia of general information.

The Encyclopædic Dictionary will contain a larger vocabulary of words than any that has yet appeared. The definitions are copious, and furnish abundant evidence that much care and labor have been bestowed upon them. Many of them are fuller and more complete than in any previous work. But in the highest and most important requisites of a defining dictionary; in the construction of clear, concise, and happily worded definitions, and in the discrimination of nice and exact shades of meaning, the Encyclopædic Dictionary can hardly be said to have risen to the standard attained by Webster and the Imperial. The author is over-sensitive about copying from his predecessors, and in his care to avoid this obligation he sometimes loses valuable forms of expression and nice shades of discrimination that might be borrowed from others without infringing upon the rights of any.

The illustrative quotations are well chosen. A large portion of them are new and are accompanied by references to the exact places where they are to be found.

In the grouping and discrimination of synonyms, the Encyclopædic Dictionary is exceedingly defective. Instead

of original and careful discrimination by the editors, it contains copious and extended extracts from Crabb. If the same space had been filled with well-selected synonyms, and with a brief discrimination and illustration of the most important of them, as in Webster, and Worcester, and Ogilvie, it would have greatly increased the value of the work.

Pictorial definitions are coeval with the history of language, and they were much more largely employed in primeval times than they have been at any later period. It is generally believed that all writing began with pictorial representation. The language of the ancient Egyptians and that of the early Mexicans, were largely represented by pictures. The *Orbis Pictus* of Comenius, the prince of educational reformers, was published in 1657. It was not a dictionary, but a collection of Latin sentences, the object of which was to teach the use of Latin words. Each subject was illustrated by an engraving, with references by numbers from the different parts of the cut to corresponding words in the sentence. These illustrations fore-shadowed the pictorial illustrations of words that have since been introduced in the dictionaries of Bailey, and Ogilvie, and others. The illustrative cuts of the Encyclopædic Dictionary are well executed and greatly enhance the value of the work. They are more numerous than those of any previous dictionary.

Another excellent feature is the insertion of obsolete spellings, showing the different stages through which words have passed. Thus with the word *air* we have *ayre, aire, aier, eyr, eir*; and with *contain* we have *contayne, contene, conteini, conteyne, contienen, kunteyne, conteynyn*.

The authors of dictionaries have in many cases copied the pronunciation of words from Walker and other recognized authorities, without subjecting it to the test of present usage. Many serious errors have by this means been introduced and perpetuated in most of the popular

dictionaries. In noting the pronunciation of words, Hunter has introduced several important improvements upon the dictionaries now in general use in Great Britain. The sound of *o* in *lost*, *cloth*, etc., is made distinct from the sound of *o* in *not*. Ogilvie, Stormonth, Nuttall, and Donald make it *o* in *not*. The sound of *a* in *care*, *prayer*, etc., is made distinct from that of *a* in *fate*. Ogilvie, Stormonth, Nuttall, and Donald make it *a* in *fate*. The marking of Hunter in these classes of words agrees with that of Haldeman, who is probably the best orthoëpical authority in this country.

For the purpose of ascertaining the present usage in the pronunciation of certain classes of words by the best speakers in England, and especially in southern England, I recently entered into a correspondence with a number of prominent educators and scholars in Great Britain, who occupy favorable positions on the hill-tops of observation. Of nine correspondents who have favored me with their views on these questions, five agree that *o* in *lost*, *cloth*, etc., is intermediate between *o* in *not* and *a* in *aw*; three would give it the sound of *a* in *aw*; and only one endorses the sound of *o* in *not*, as given by Ogilvie, Stormonth, Nuttall, and Donald.

The faults of Hunter in noting the pronunciation of words are as great as his excellences. The notation marks and the key-words at the foot of the pages abound in imperfections. The sound of *ng* in *sing* is not marked in the first volume. In the second volume this sound is indicated by a dot placed over the *n*; but no corresponding mark is found in the list of key-words. The syllables *ble* and *dle* in *able*, *addle*, etc., are represented by *bel* and *del*—*e* as in *camel*. Wycliffe and Milton wrote *battel*, but *battle* is correctly pronounced *bat-tl*, and never with a vowel sound in the last syllable. The word *bench* is chosen as a key-word for *ch* sounded as *sh*. Ogilvie and Stormonth gave to *ch* in *bench* the sound of *sh*; but Nuttall and Smart give it the sound of *ch* in



*chin*. A key-word that is ambiguous is worse than useless. The author's definition of *cedilla* (,) is, "a mark placed under the French *c*, in order to give it the sound of *s*"; *çhin* and *çell* are both given with the cedilla, as key-words. This introduces confusion where a distinction should be sharply drawn, and departs from the author's own definition of *cedilla*.

*A* in *ask*, *clasp*, etc., is marked with the sound of *a* in *father*. Ogilvie, Stormonth, and Donald go the opposite extreme and mark this sound short, as in *at*. The correct sound is intermediate between *a* in *at* and *a* in *father*. Worcester and Webster give the intermediate sound, and several of my English correspondents assure me that the intermediate sound is generally employed by the best speakers in England. In the word *clink*, *n* has the sound of *ng*, but Hunter gives it the proper sound of *n*, as in *sin*. The word *canary* is improperly pronounced *ca-nar-y*, *a* as in *fare*. In the words *chameleon*, *crustacea*, *calcareous*, etc., *c* in the third syllable is marked with the sound of *e* in *met*, but no correct speaker ever gives it this sound.

The vowel sounds are in all cases carefully marked in the Encyclopædic Dictionary. In Worcester and Webster the vowel sounds in most of the unaccented syllables are not indicated. In the early editions of the Imperial Dictionary the author expressed himself very strongly against "the practice of noting the sound of the vowels in the unaccented syllables;" but in the newly-revised edition of the Imperial, these sounds are all marked. Every vowel sound must have some quality; and no pronouncing dictionary can lay any just claim to completeness if it fails to tell what that sound is. The vowels in unaccented syllables are now marked in nearly all of the English dictionaries, and they have also been marked by Prof. Haldeman in the Clarendon Dictionary, recently published in this country.

In executing a work of such magnitude as this, involving

such a variety and multiplicity of details, it is impossible to avoid an occasional misstatement, or incorrect form of expression, or other lapse. Many examples like the following might be pointed out. Under the word *bee* it is stated that "when bees become too numerous in a hive, a fresh queen is nurtured, under whose auspices they swarm." It is nearly a hundred years since Huber discovered that the *old queen* leads the first swarm, and the most careful observations of bee-raisers since his time have confirmed his statement on this point. In the same article occurs the sentence: "The first-named are abortive females, and do all the work of the society; they are armed with a sting, and their larvæ, if treated with specially rich food, can develop into perfect females." The *language* implies that *their larvæ* means the larvæ that spring from them, whereas these larvæ are in fact the larvæ from which they themselves come. Under *a*, *an*, occurs the expression, "*an* before a vowel." But in "many a one," *a* is used before the vowel *o*, which here has the consonant sound of *w*; and in "a unit," *a* is used before the vowel *u*, which has the consonant sound of *y*. It should read, "*an* before words commencing with a vowel sound."

The Encyclopædic Dictionary is a work of laborious and independent research, and the portion already completed is executed with great ability. In the amount of encyclopædic information it contains, in the extent of its vocabulary, and in the introduction of historic spellings, it holds a position in advance of all previous dictionaries.

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#### THE "PHILOLOGICAL."

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The age of Elizabeth has been called the Golden Age of English Literature, and that of Queen Anne the Augustan Age. In the absence of other special characteristics to distinguish the present period in Great Britain, we may apply a less euphonious title and call it the Age of Dic-

tionaries. We have had dictionary periods before, but the immediate present is prolific beyond all precedent. The new edition of "The Imperial," enlarged by Annandale, was completed a little more than a year ago; the "Encyclopædic Dictionary," now in course of publication, is cast in a still larger mould; and Stormonth's "Library Dictionary," also in course of publication, is another aspirant in the same field. And now the Philological Society of London, after twenty-seven years of encouragement and discouragement, of progress and delay, has given us the First Part of the "New Dictionary on Historical Principles," a work that in its plan and scope distances every other dictionary of the language hitherto attempted.

The scheme for a new dictionary by the Philological Society had its origin in a resolution of the Society passed in 1857, on the recommendation of Archbishop Trench, then Dean of Westminster. The plan at that time contemplated only a supplement to Johnson and Richardson, supplying their deficiencies. Dean Trench, Herbert Coleridge, and F. J. Furnivall were appointed a committee to prepare the work. Trench was mostly occupied with other matters, and Coleridge and Furnivall found the supplement plan a failure. It soon gave place to a plan for a new dictionary, with Coleridge as general editor. A large number of volunteers were secured, including several Americans, who undertook the search for illustrative quotations. In 1861, Coleridge died, and Furnivall succeeded him as general editor. Despairing of completing the full dictionary at which they had been aiming, he planned another and much smaller work, to be carried on in connection with the larger one, and secured sub-editors for both. But as time passed on, the work gradually slackened. Some of the workers were unable to continue their labors and some died; and, underlying all, it lacked the pecuniary support which was necessary to carry it vigorously forward. For a time the enterprise seemed in danger of proving abortive. But the materials continued to

accumulate till more than two millions of quotations had been brought together.

A brighter day at length dawned. The Clarendon Press, in the University of Oxford, came to the relief of the Society, and assumed the entire responsibility of printing and publishing the work. All honor to glorious old Oxford, renowned for literary achievements and ever-faithful guardian of the purity and progressive development of our dear mother-tongue. In 1879, Dr. J. A. H. Murray, president of the Philological Society, and author of the "Dialect of the Southern Counties of Scotland" and of the masterly article on the "English Language" in the "Encyclopædia Britannica," became its editor. The mass of literary matter bequeathed to him, printed and manuscript, amounted to over two tons in weight. It had accumulated in the house of Mr. Furnivall, in boxes, and bales, and sacks, and parcels of various kinds, till it left very little room for himself and family. The home of Dr. Murray, a quaint, white-painted old residence at Mill Hill, was now subjected to similar inconvenience, and a large portion of the material in his hands was in a chaotic state. While Dr. Murray was studying how these collections could be assorted and arranged so as to be made available for future use, his good wife was studying how they could be got out of the house, and where they could find a suitable home. At her suggestion, a new building was erected in the garden adjoining their house, for the special use of the New Dictionary. It is an iron structure, furnished with over a thousand pigeon-holes for the arrangement of the quotations, and with other conveniences for dictionary work. The materials in hand were here distributed in systematic order, and became a quarry from which a million of stock settings for future use in the Dictionary were to be worked out.

But vast as these accumulations were, they were found to fall far short of completeness for the purpose of the work, and a new appeal was made for volunteers to collect

additional quotations. Since that time more than a million of new quotations have been furnished, making in all about three and a half millions, selected by about thirteen hundred readers from the works of more than five thousand authors of all periods. A very considerable portion of these quotations have been selected by American readers, under the direction of Prof. F. A. March, LL.D., of Lafayette College, Easton, Pa. One hundred and fifty American readers are now engaged in the work, of whom about forty are ladies, and about the same number professors or teachers of languages. Americans are to furnish all the quotations from American books for the whole work. Neither Prof. March nor any of his assistants receive any pecuniary compensation for their labor. It is worthy of special note, that while professors in our American colleges and universities have responded nobly to the appeal for assistance, very little help has been received from the colleges and universities of Great Britain.

The corrugated-iron building in Dr. Murray's garden, which is itself sky-lighted, but encroaches somewhat upon the small-paned windows of his house, has been called by various names—the "Dictionary Den," the "Lexicographical Laboratory," etc. Dr. Murray, who is now the great word-master of the language, has brought a word from the sacred precincts of monastic life, and calls it the "Scriptorium," and that it may have a sure footing in the language, he dates the preface of his work from "The Scriptorium." But Dr. Murray is a wise master-builder, and the language is safe in his hands. He may call a useful word out from obscurity and give it fresh light, but he is in no danger of following the example of the early dictionary-makers, who coined new words freely *in their dictionaries*, but had no power to secure their recognition in the family of English words. Even the great Augustus, though a distinguished patron of learning and possessed of unlimited power, was compelled to acknowledge that he could not add a new word to the Latin tongue.

Those who are interested in the progress of the Dictionary will be interested in knowing something of the editor. Dr. Murray is the son of a Scotch school-master. He was for a time employed as an assistant-teacher, and afterward as a clerk in the Bank of India. He is now a master in the Mill-Hill Grammar School, London, where he still spends a portion of his time in teaching. His principal assistant at the Scriptorium is Mr. Alfred Erlebach, a former master of the school, and he has in addition one or two male assistants and one or two lady assistants. This is the working home force of the greatest literary undertaking of the century! O, for another D'Israeli to write for us "The Marvels of English Literature." The scanty financial support of Johnson and Webster, while engaged in writing their dictionaries, for which England and America owe them an undying debt of gratitude, has passed into history. Can it be possible that the nation which has given us a language that commands the admiration of the world, with all her intelligence and wealth, will allow the history of Johnson and Webster to be repeated in the preparation of the New Dictionary of the Philological Society? Where are her noblemen and others of boundless wealth, who accept dedications of scholarly works and consider it an honor to be ranked as patrons of literature and science? The Oxford press desires to bring out the work in ten years, and if Dr. Murray could devote all his time to it, and have all the competent assistants he needs, it could be accomplished in less time than that; but if his Scriptorium is to be an adjunct of the Mill-Hill school, and he is to be limited to two or three assistant home editors, it will require at least twenty years to complete the work with the same degree of thoroughness and care that are everywhere manifest in Part I.

The Dictionary gives an account of the meaning, origin, and history of all English words now in use, or known to have been in use at any time during the last seven hundred years, and illustrates these points by a series of quo-

tations arranged in chronological order. These quotations, drawn directly from the best writers in the language during all this period, are the most valuable feature of the Dictionary, and present to the world a daguerreotype impression of the various changes that have taken place in the form and meaning of words since the date of their first appearance in the language. The value of these quotations is greatly enhanced by an exact reference in all cases to the author, work, and passage, so that the quotation may at any time be verified and the context examined.

Another excellent feature, in which this work excels all others, is the great use that is made of different kinds and styles of type, and a systematic arrangement of paragraphs, by which all the principal distinctions are made to speak plainly and eloquently to the eye. The size of the pages is exactly the same as that of the great French dictionary of Littré, and about one-sixth larger than that of the pages in Webster's Unabridged. The Part already published contains 352 pages, and the whole work when completed will fill six quarto volumes of about 1400 pages each. It will contain nearly twice as many words as either of the great English and American dictionaries.

The *definitions* have been to a great extent framed anew upon a study of the quotations collected for the work. These quotations have furnished means never before possessed for learning the different meanings of words; and the new dictionary is entitled to the credit of introducing more valuable improvements in definitions than any other work that has appeared since the publication of Webster's American Dictionary, in 1828. It must, however, be said that Dr. Murray, in his laudable effort to make the definitions as original as possible, has gone to an extreme which has, in some cases, led to the substitution of new definitions for better ones already in use. The best defining dictionary of the language is the "Imperial," but there are lexicographers who have written more good definitions

than either Ogilvie or Annandale. It is the best because it is based upon the accumulated excellence of all definitions previously written, with many added improvements, including nearly all the new definitions of Webster, the peerless definer. Johnson and Webster and others have used freely the definitions of their predecessors, and if they had not done this the quality of definitions instead of improving would inevitably have deteriorated, since the best defining words and phrases would have been appropriated by the earlier gleaners. Nor is there anything dishonorable or discourteous in this practice. With the exception of definitions that are claimed to be covered by copyright, it is universal.

The editor has applied the historical principle quite extensively to the definitions that he has adopted from previous dictionaries, and given both authors and dates. It is interesting to know the original authors of happily-framed definitions that have now become common property, and especially of those which were written one or two hundred years ago. Definitions have undergone so many changes in passing through the long line of English dictionaries that the attempt to exhibit even a small portion of them historically is a task of some difficulty, and it is not to be expected that these references will be free from errors in the first edition of the New Dictionary.

I have taken all the seventeenth century quotations that I find in the definitions of the first forty pages, and subjected them to the test of examination, with the dictionaries of that century before me, for the special purpose of finding and correcting as many errors as possible. The fruit of this search is here presented as a contribution to the next edition of these pages:

(1.) I find six instances, under the words *Abgregate*, *Ablacted*, *Ablectick*, *Abliquire*, *Ablocate*, *Abrodictical*, in which the date of Cockeram's dictionary is given as 1612. The first edition of Cockeram was published in 1623.



(2.) "*Abgregate*.—'To disperse, as it were to lead out of the flock.'—Cockeram, 1612. Phillips, 1678."

In two editions of Cockeram, I find this definition given, "To lead out of the flock," and not in the extended form as quoted. In Phillips it is given as quoted. Cockeram's name should not be attached to a definition that is included in marks of quotation, unless the definition is found in his dictionary as quoted.

(3.) Under the word *Abanderado*, a definition is quoted from "Minsheu, 1623." There is no such edition of Minsheu. The first edition was published in 1617, and the second in 1625-7; and no edition was issued between these dates. (See Wheatley, in *Philological Society's Transactions*, 1865, p. 230.)

(4.) "*Abletick*.—'Anything garnished for sale.'—Cockeram, 1612. Cole, 1708."

This last name is *Coles* and not *Cole*; and it should not have been introduced at all, as the definition is distinguished by quotation marks, and should therefore be literal. I have turned to three editions of Coles, and in all of them this word is defined, "adorned for sale."

(5.) "*Abrodietical*.—'A delicate person.'—Cockeram, 1612. 'Feeding daintily, delicate, luxurious.'—Minsheu, 1627."

This last definition is a wide departure from Minsheu's, and yet enclosed in marks of quotation. In Minsheu, 1627, it reads, "an Abrodieticall, a daintie feeder, or delicate person."

(6.) Under *Absorb* it is stated that this word is "in no Dict. bef. Blount, 1656." Minsheu, 1627, has "Absorbe, to sup up."

The question whether a general dictionary should combine a certain amount of encyclopædic information with the definition of words has been on trial more than two and a half centuries, and is still as far as ever from being settled. The dictionaries that have recently appeared in Great Britain have embodied more encyclopædic knowledge than

any that preceded them, and it became a matter of some interest to know how this question would be treated in the dictionary of the Philological Society. It is safe to say that, with few exceptions, the lovers of good English will be gratified to find that the New Dictionary "*explains words*, and deals with the *description of things* only so far as it is necessary in order to fix the exact signification and use of words." The dictionary proper should treat of *language*, leaving the encyclopædia to do its own appropriate work.

Special attention is given to *pronunciation*, and every sound in a word, whether plain or obscure, is distinctly indicated by a system peculiar to this dictionary.

It is remarkable that in a work of such scope and magnitude, comprising such a variety of particulars, and the relations of so many different parts to one symmetrical whole, there should be found in the initial part so few imperfections and so many excellences. It is an honor to the science of philology, and a boon to the English language of inestimable value.

But the New Dictionary, with all its merits, will not, even when complete, be found adapted to popular use, and it will be beyond the reach of a large portion of those who have frequent occasion to consult a dictionary. They require a very different kind of work, and in more convenient form, and it would lose its proud position in advance of all other dictionaries if it attempted to meet these wants.

The only work with which the New Dictionary can properly be compared is the great historical French Dictionary of Littré. The New Dictionary is in a great degree modelled after that of Littré, but the improvements upon Littré, in both plan and execution, are visible on every page. The historical quotations are fuller and more complete than his, and the work, when completed, will be about once and a-half the size of Littré's.

The Dictionary of Littré was commenced in 1863 and

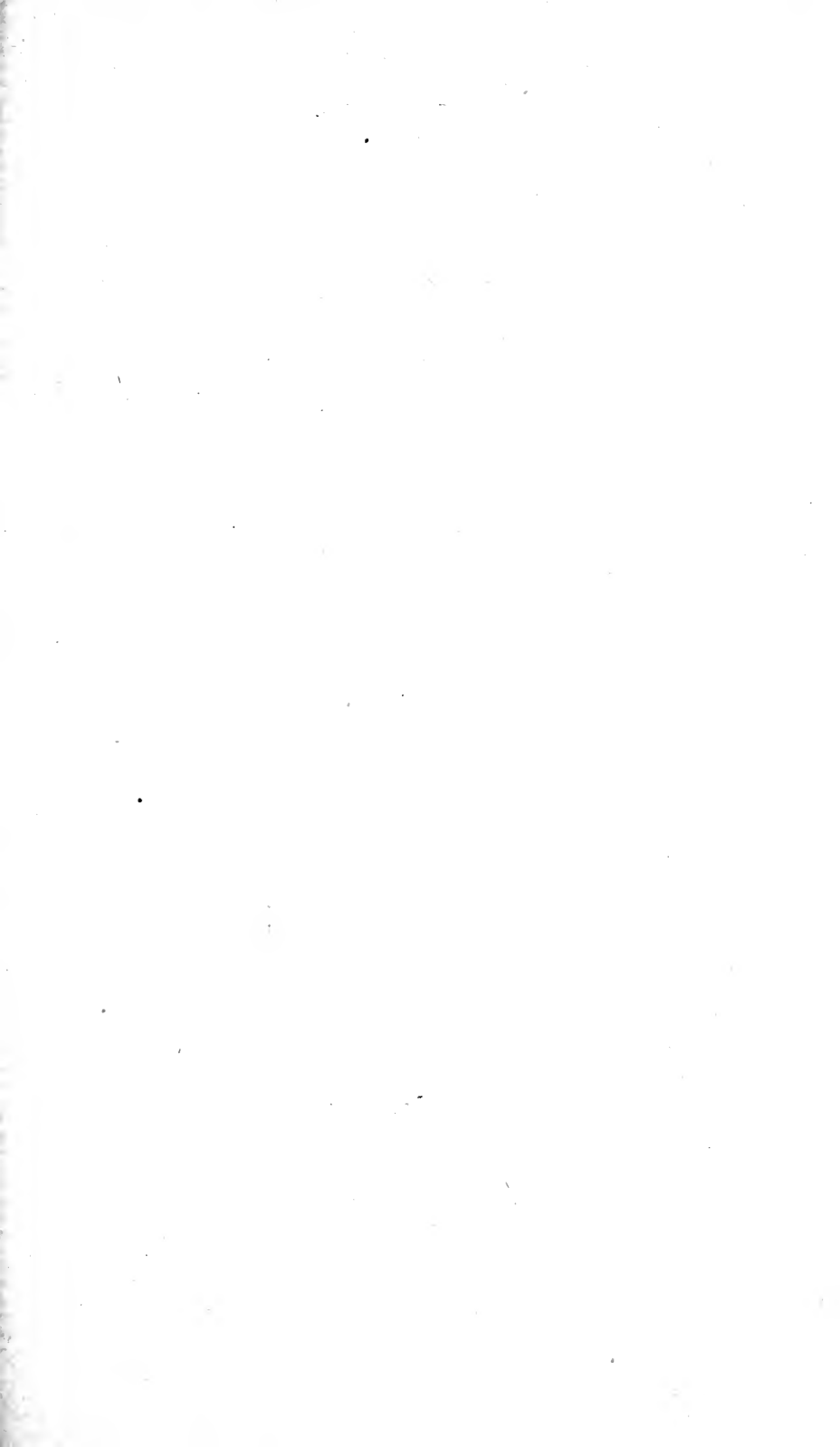
completed in 1873, and cost the author more than twenty-five years of time. It is the fruit of personal labor that is without a parallel in any language. His quotations were nearly all from his own personal reading, and a large part of the manuscript was in his own hand. His wife and daughter did most of the copying. His work was accomplished largely in the night, when he was sure to be free from interruptions, usually continuing his labors till three in the morning, and often till a still later hour. His assistants left him at midnight.

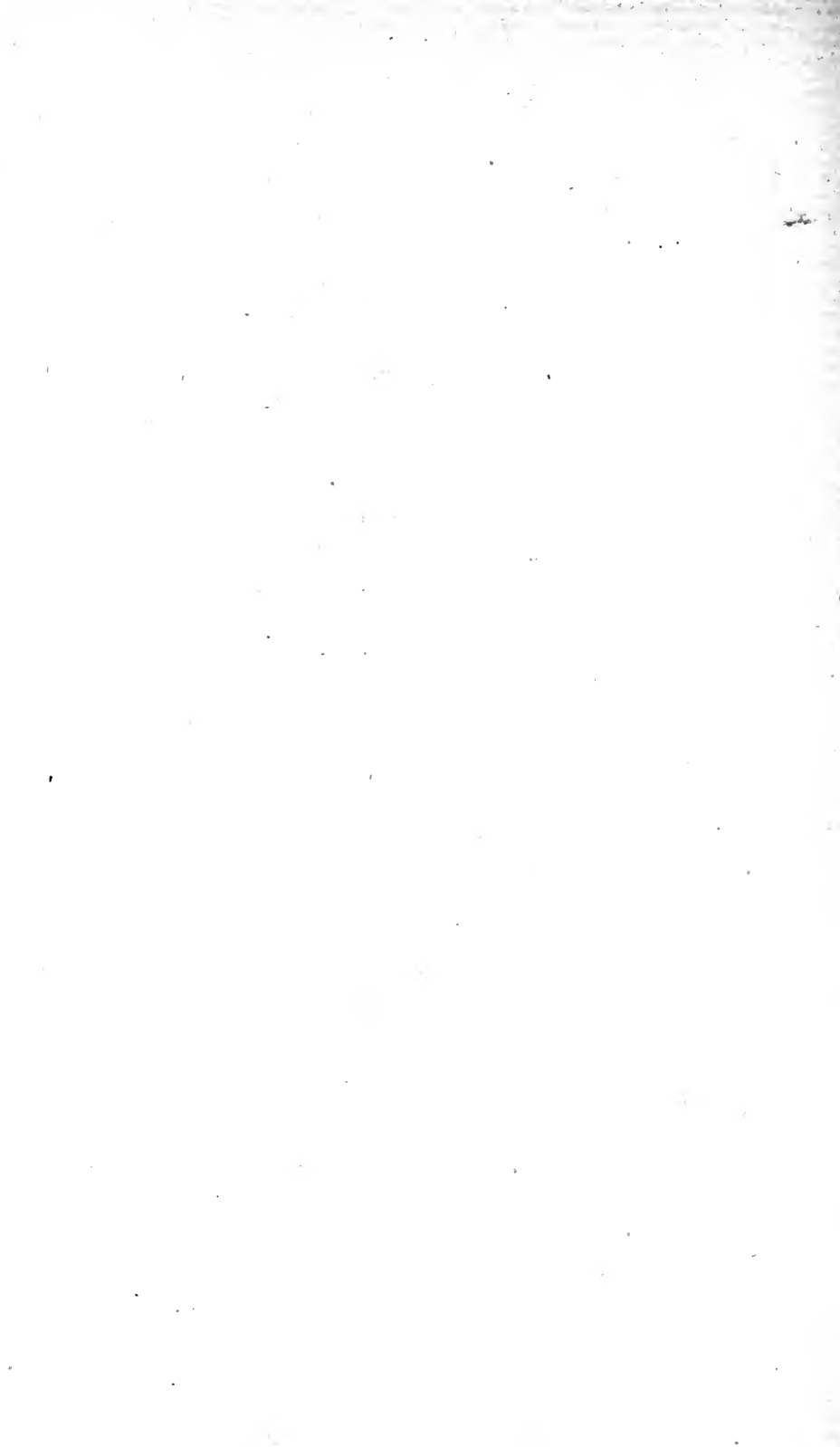
The first number of the great historical German Dictionary of Grimm made its appearance in 1852, and the work is still in progress. It exerted an important influence in shaping the plan of Littré, and has been of essential service to the editors of the New Dictionary.

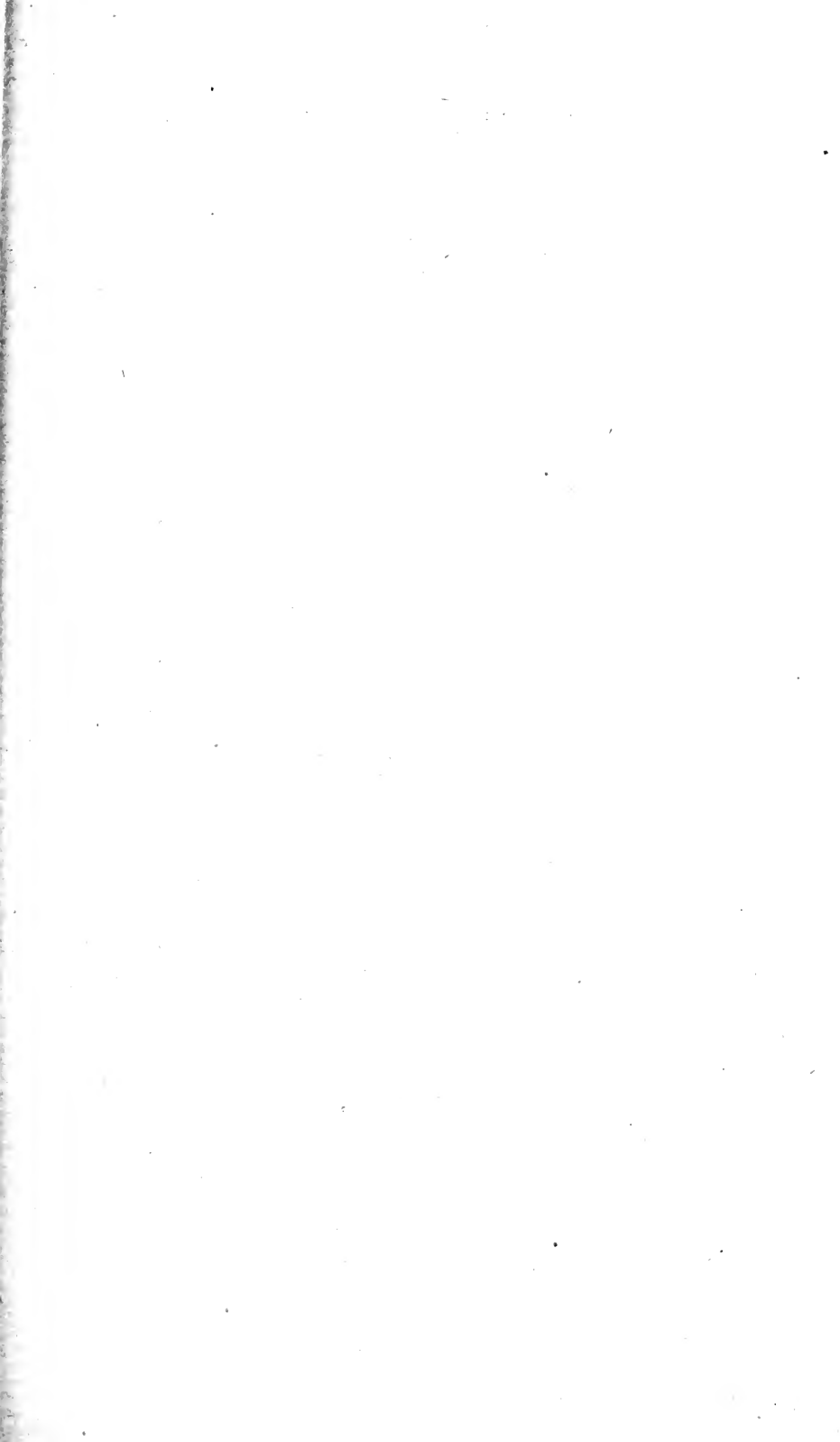
Special credit should also be given to Richardson, whose English Dictionary was commenced in the "Encyclopædia Metropolitana" in 1818, and published complete as a separate work in 1837, in two volumes, quarto. Notwithstanding its many defects, the author is entitled to the credit of doing valuable pioneer service in introducing the historic method of treating words in a dictionary which has been so ably carried forward and improved by Grimm, and Littré, and the Philological Society. His definitions are illustrated by copious quotations from a series of authors, commencing with the early stages of the language and continuing down to the present century. These quotations are arranged in chronological order, and exhibit, with some degree of fulness, the biography of the words in his dictionary.

In the long line of authors who have written English dictionaries, there are many who have contributed valuable improvements, but few who have built up from the foundation. The first great name in English lexicography was Bailey; the second was Johnson; and the third was Webster. The appearance of the New Dictionary marks an important epoch in the history of the language,

and the portion already executed gives assurance in advance that the name of Murray will occupy the fourth place in this list of distinguished names that the English-speaking world will ever delight to honor.



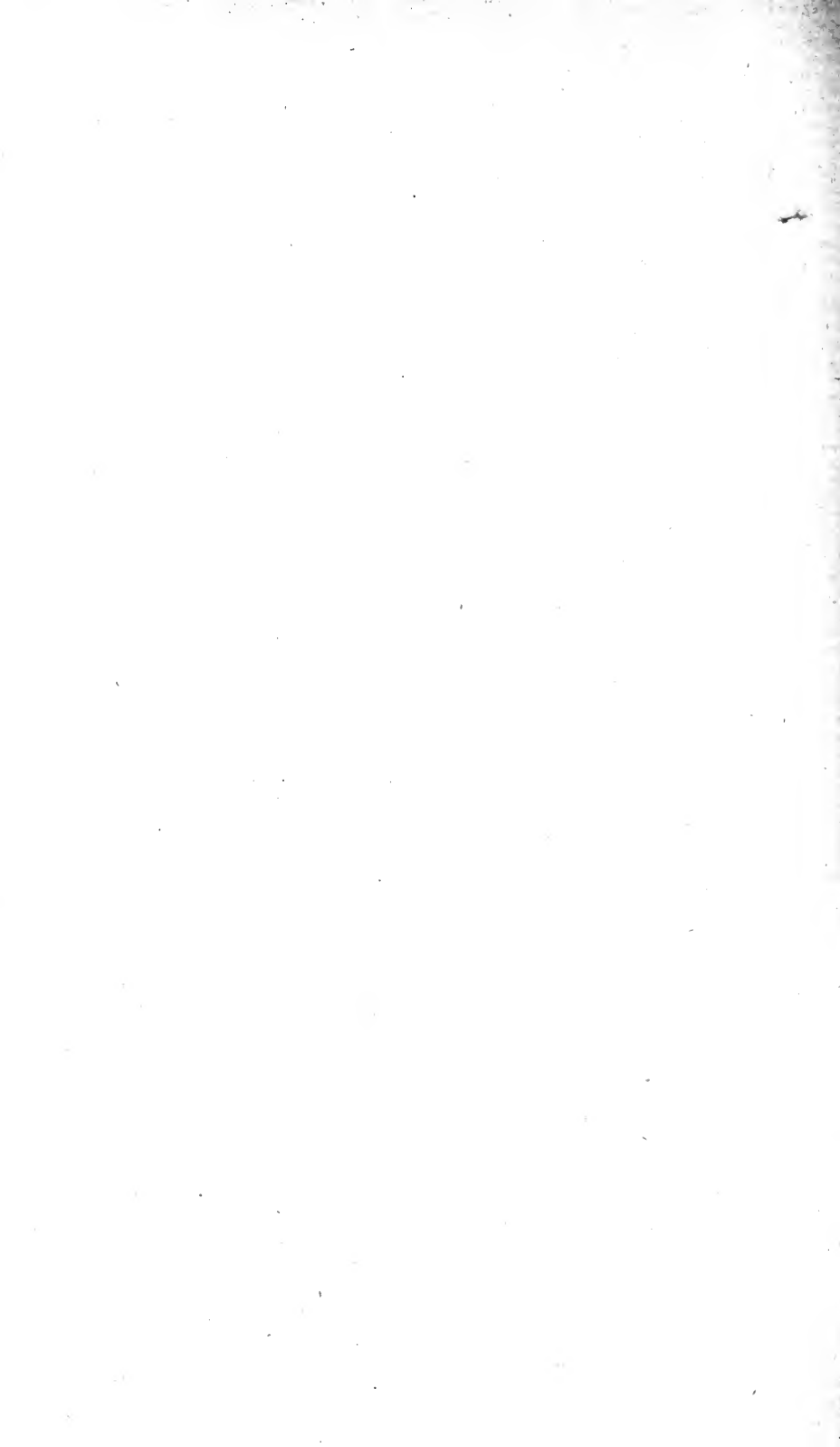












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